DOCUMENT RESUME

ED 308 984 PS 018 190

TITLE Oregon Kindergarten Guide: 1989.
INSTITUTION Oregon State Dept. of Education, Salem.
PUB DATE 89
NOTE 111p.
AVAILABLE FROM Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310-0290 ($7.50).
PUB TYPE Guides - Non-Classroom Use (055) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Data Collection; Elementary School Curriculum; Guidelines; *Kindergarten; Primary Education; Resource Materials; State Curriculum Guides; *Student Evaluation; Teacher Responsibility; Teacher Role
IDENTIFIERS *Oregon

ABSTRACT

The purpose of this guide is to help teachers and elementary principals create kindergarten environments designed to meet children's developmental needs. Section 1 describes the physical, social, emotional, and intellectual characteristics of kindergartners. Section 2 discusses the recruiting and enrolling of students; the parent handbook; home visits; volunteers, parents, and aides in the classroom; the process of choosing between paraprofessionals and aides; the first few weeks; daily schedule; room arrangement; guidelines for selecting equipment; equipment; and unstructured materials. Section 3 explores the kindergarten curriculum in the areas of English language arts, science, art, music, mathematics, social studies, computers, combination K-1 and K-1-2 classes, and transitions. Section 4 discusses assessment and reporting. Topics include observation and recording of student progress for the purposes of planning and reporting to parents, information gathering, the process of setting up a system for the classroom, and the process of gathering information through observation and standardized testing. A glossary of testing terms and guidelines for reporting to parents are offered. The fifth section provides bibliographies of general books and publications related to areas of the curriculum. Appendices A and B provide several lists of books for students, parents, teachers, and administrators. (RH)

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# OREGON KINDERGARTEN GUIDE

1989

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Verne A. Duncan, State Superintendent of Public Instruction •Oregon Department of Education, 700 Pringle Parkway SE • Salem, Oregon 97310-0290

# OREGON KINDERGARTEN GUIDE

## 1989


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This document was produced by
the Publications and Multimedia Center
Oregon Department of Education
Salem, Oregon 97310-0290

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# FOREWORD

The early years of a child's life form the foundation for development in all areas, social, emotional, physical and intellectual. It is imperative that young children be placed in environments specifically designed to meet their developmental needs in ways that are safe, stimulating and nurturing. The purpose of the Oregon Department of Education Kindergarten Guide is to help teachers and elementary principals create such environments in their kindergarten classrooms. It is one more step toward ensuring that every five-year-old in Oregon has the opportunity to attend a high quality kindergarten program.

The Kindergarten Guide was written primarily by the following team of teachers and teacher educators:

David Wright, WOSC
JoAnn Brewer, OSU
Marty Turner, SOSC
Elizabeth Hoyzer, WOSC
Doreene Carpenter, Wilson Elementary School, Corvallis
Pat Wall, Hoover Elementary School, Corvallis

Major contributions were also made by curriculum specialists in the Department. Each curriculum specialist reviewed the chapter relevant to his or her subject area. All specialists are available to answer district questions about curriculum in the kindergarten.

Oversight of the writing and publication of the Kindergarten Guide was performed by the Department Early Childhood Specialist, Randy Hitz.

Finally, the Department of Education Early Childhood Advisory Committee reviewed the Guide several times in the process of its development. Considerable thanks goes to the Advisory Committee members. Their names follow.

Pat Bedore
Jo Ann Brewer
Marilyn Campbell
Merrily Haas
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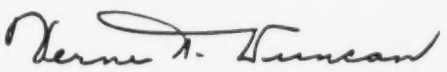

Verne A. Duncan
State Superintendent of
Public Instruction

## STATE BOARD KINDERGARTEN POLICY
(adopted 12/88)

The State Board recognizes kindergartens to be an " . . . integral part of the public school system of this state." (ORS 336.095) As such, the kindergarten curriculum, which includes the assessment of children's programs, should be consistent with curricula in subsequent grades. At the same time, kindergarten curriculum should be both age appropriate and individually appropriate. Age-appropriate curricula considers current research which indicates that kindergarten-age children learn best by engaging in hands-on manipulative activities under the direction of a nurturing teacher who provides information, encourages exploration and helps children construct knowledge. While kindergarten-age children share certain developmental characteristics, they are also individuals with very different modes of learning, backgrounds, abilities and dispositions. Consequently, the kindergarten curriculum should be flexible enough to meet such individual needs.

The Board further recognizes that the purpose of kindergarten is to foster children's social, emotional, physical and intellectual development. Since all areas of development are related, the focus of instruction in the kindergarten should be on the total developmental needs of the children. Programs should focus on all appropriate areas of development.

The Board believes that all kindergarten programs should include the following features:

- Balance of quiet, vigorous, individual, small-group, and large-group activities.
- Activity centers around the classroom (for example, special places for block play, art activities, music, reading, observing plants and animals, and sociodramatic play).
- Ample space, materials, and equipment such as blocks, plants, animals, art materials, picture books, writing materials (pencils, felt-tip markers and unlined paper), dress-up clothes, playhouse equipment, sand and water tables, puzzles, and rhythm instruments.
- Opportunities for children to engage in learning experiences with real objects; talk with peers and adults; experiment with writing; be read to and read books; sing and move to music; use art media creatively; explore, solve problems and learn without the threat of failure; and choose from a variety of activities.
- An environment in which the unique characteristics of kindergarten-age children are understood and enjoyed; efforts are made to meet individual needs and children are listened to; encouragement and support are provided for the efforts of each child; interesting, stimulating experiences are provided which encourage success and do not set children up for failure; and parents are encouraged to be partners in their child's education.
- A systematic evaluation of the program's effectiveness.

In summary, the Board believes a balanced, integrated approach which addresses the development of the whole child should be the focus of the kindergarten program.

## I. WHO ARE THE KINDERGARTNERS?

What "works" for kindergartners? What do they need to know? To do? Who are they?

Kindergartners bring to their formal school experience an astonishingly vast variety of backgrounds. Some never have participated in organized activities among peers. Some have not been exposed to books, newspapers, magazines, quiet listening activities or to reasoning and meaningful language interactions. Others may have experienced many day care situations, Sunday School, organized instruction, preschool or extensive travel. Some students enter kindergarten able to read, compute and to use sophisticated equipment—indeed, in some cases, students may be more "traveled" or, in some ways, "experienced" than their teachers!

How, then, may KINDERGARTNERS as a group be described? To know a young learner is to be aware of that child's development in four major areas: physical, social, emotional, intellectual. Generally, teachers may expect to observe the following characteristics among normally developing, healthy kindergarten students.

### Physical

Children are energetic, but have not acquired an ability to pace themselves and so tend to fatigue fairly easily. They are likely to be quiet for only short periods of time, especially when surrounded by an interesting, stimulating environment which they are eager to explore. When children of this age select their own things to do, they may remain earnestly engaged for remarkably extended periods of time. On the other hand, adult-chosen activities requiring them to be quietly receptive are not likely to hold their attention for long.

Encountering a new space, a kindergartner is impelled to explore all its dimensions. Kindergarten children readily employ all their senses to interact with their environment. Usually, they are able to refrain from tasting and mouthing questionable materials. While large-muscle control and coordination are developing rapidly, small muscle control and eye-hand coordination are limited. Visually they can scan large areas, but are just beginning to develop the ability to focus on parts of a whole or on specifics. They do not easily adjust visual focus back and forth between distant (chalkboard) and near (table) space. KINDERGARTNERS are aware and curious about differences in the male and female anatomy. Usually they refrain from reference to or overt exploration of them, however.

The speech of KINDERGARTNERS frequently displays normal developmental "errors" in articulation of consonant sounds (s, r, th, l). Hearing may be intermittently impaired by colds and respiratory conditions—but children usually will not know to tell anyone or to compensate effectively. Fevers, sore throats, chicken pox and other common maladies can appear unannounced by the kindergarten child, who may have little or no awareness (or lack language to communicate) that a condition exists. Children are in control of bodily functions. But in the intensity of their playful activities, they may not allow sufficient time to attend to bathroom or illness needs.

### Social

KINDERGARTNERS actively seek the companionship of other children. They tend to select one or a few individuals with whom to interact closely. After a very brief initial period of apparent shyness, they will enter into new relationships, especially when these

are facilitated by playful interactions. While they desire the group's approval, they often display inept behaviors. Being freely expressive, a kindergartner may seek to command sustained attention without regard (oblivious!) to dynamics in the rest of the group. However, when attention is focused in a more structured or formalized way, that same child may become shy and unresponsive. Children may be gaining an understanding of themselves in relation to others in their environment. Increasingly, they are able to function effectively in small groups and to benefit from the contributions of others. It is not advisable to place children in competitive situations during this year.

KINDERGARTNERS seek one-to-one adult attention and approval. They tend unquestioningly to accept teacher/adult authority, and, these days, must be taught to avoid strangers. As astute observers of adult behavior, kindergartners are aware of discrepancy and discontinuity. Their own behavior will reflect their experiences in relating to adults' stated vs. practiced standards.

Research has shown that children become aware of differences such as skin color, disabilities, manner of speech, or hair and facial characteristics at a very early age. Curiosity about observable differences and misconceptions such as believing skin color can be changed by thorough washing are common among kindergartners. They are often concerned about themselves and their own perceived differences as well as about others. When adults create opportunities for them to ask their questions, accept their curiosity as normal and valuable, help them obtain accurate information, and create a supportive environment, five-year-olds can be very accepting of others and more confident about themselves.

Emotional

KINDERGARTNERS tend to be highly "self" centered, yet are just developing a sense of who that "self" is. They can be quite insistent in demanding immediate attention to their needs, but respond readily to calm and brief but thorough explanations about procedures for waiting and taking turns, especially when these are couched in terms of the feelings of others. They may be apprehensive in unfamiliar situations or with strangers. Seeking a sense of belonging in the unfamiliar school setting and wanting very much to please the adult authority figure, a child may be especially sensitive and vulnerable to a teacher's criticism. On the other hand, as they approach physical activities, their confidence and exuberance may result in impetuous behaviors. KINDERGARTNERS have many skinned knees and elbows, bumps and bruises, which are readily forgotten in the flow of distractions and new activity. KINDERGARTNERS are generally honest, open, and expressive about feelings. They are ready to learn to use language to communicate about their feelings and to settle disputes. They recover easily, without harboring grudges. They may express emotions in extremes, excessively laughing or crying as they are moved by situations—sometimes very unexpectedly and unpredictably. However, KINDERGARTNERS generally are even-dispositioned and handle most situations with equanimity when properly rested, nourished and secure.

Kindergarten children mostly have not developed a sense of "morality." In their play, they make up "rules" and "conventions" to suit their needs, usually with ready compliance of their play partner. These rules help to define the play and are frequently changed or expanded as the play progresses. Rules are not yet regarded as based on right/wrong, good/bad choices or as given by an authority, which can meet out punishments. The children may be unaware of the rules generated through their play and probably do not have terms to label or describe the conventions. The children do have a fairly rigid sense of what is "fair," based mostly on self-gratification; a sense of fairness, as it applies to

others, is emerging. There is no sense of "cheating" when a kindergarten child looks to a peer's example in order to carry out an activity. While some KINDERGARTNERS gradually are giving up an insistence about being "first" (or "last") as a way to assert their special identify, others are more boldly asserting their uniqueness. (It is unnatural for KINDERGARTNERS to walk in neat, quiet, orderly lines!) Generally, children are obedient, but occasionally will defy ground rules or adult standards of safety and common sense to pursue their own interests in discovery and exploration.

KINDERGARTNERS are guileless; they "read" and respond to the emotional states of others, especially adults, with surprising accuracy. However, as accomplished mimics, they can overreact to unexpected events such as a child's falling off a chair or the teacher's dropping materials. They respond with understanding and good humor to a dramatization of feelings engendered by such situations.

Kindergarten children generally bring a strong sense of trust—in themselves, in adults and in the environment—to their formal schooling. However, they tend to continue to test limits whenever situations change. Their sense of autonomy can result in periods of willfulness. They are developing a sense of initiative, which can be channeled into purposefulness and productivity. Children want to emulate adults, to do adult things, to use adult materials and equipment. However, they are easily able to translate their aspirations into creative play, allowing any assortment of props to serve as symbolic representations. Teachers who observe children carefully and can tap into this creative wellspring, will be led to provide a marvelously enriched learning environment for KINDERGARTNERS.

Intellectual

Intensely curious and eager–to–know, KINDERGARTNERS see the world through their own experiences, however broad or limited they may be. When allowed, or encouraged, to select their own problems, they will test and clarify perceptions about the world through many means: explore, investigate, examine, experiment, observe, question, and imitate. They employ all their senses to develop and refine concepts (KINDERGARTNERS are multi–dimensional, not two–dimensional learners)! They learn best through direct experience with real objects and situations. Becoming able to attend to more than one property characteristic of an object at a time, they are developing an understanding of common spatial, temporal, quantitative and qualitative concepts. They are developing the ability to classify, sort, and order objects in their environment and to represent known concrete (three–dimensional) objects with symbolic (two–dimensional) pictures, diagrams, drawings and graphs. As they become able to perceive things from more than one point of view and to hold a thought in order to work with a concept, KINDERGARTNERS begin to be able to predict outcomes based on their experiences. Early attempts at stating predictions, however, are likely to be far wide of the mark! As these predictors are re–tested children become more and more able to predict with relative accuracy.

Children can be encouraged to represent their thinking and understanding through make–believe (drama), imitation (role play), physical models (usually not too successfully in terms of adult standards for perspective and detail), pictures and words. All these experiences assist the child in knowing the difference between real–and–unreal, fact–and–fiction, reality–and–fantasy, actuality–and–wishfulness. For KINDERGARTNERS, these distinctions frequently may be fuzzy. Children may need help to discover the words they want to use to communicate their ideas—and they can be guided to represent their words symbolically on paper. Children can be freed from

reliance on adult authority for rightness or wrongness, through open-ended activities which encourage "invented spelling."

Language of kindergarten children is characterized by common grammatical overgeneralizations; e.g., getted, eated, growed. Although they are capable of speaking in long, complex sentences, they tend to answer questions with single-word or one-syllable responses. Generally, KINDERGARTNERS are able to use language pragmatically to satisfy wants and needs, though frequently they benefit from assistance to identify and state their needs, in order to choose a course of action. Children are learning functions of questions and statements and learning to employ these forms effectively in group interactions.

Oral language reflects the previous experiences of each child and may deviate in numerous ways from standard language used in school instruction. Kindergarten-age children generally have a vocabulary in excess of 3,000 words, with a far more developed ability to understand than to speak using the words and terms they know. It is not necessary or helpful to "talk down" to a kindergartner. It is possible, however, to be too technical or sophisticated and then to assume that the child has greater facility or understanding than is true, when advanced terms pop into the child's conversation.

Children of kindergarten age enjoy playing with language forms and patterns. As with physical objects and materials, KINDERGARTNERS demonstrate natural facility in taking common parts of their language and combining them in creative ways, just for the sheer joy of discovery. Their hearing is especially attuned to rhyme and rhythm. In repeating and interpreting rhymes, verses and jingles, their whole bodies respond. They take particular delight in continued repetition of nonsense patterns.

Their sensitivity, openness and receptivity to sights and sounds can result in young learners' being brutalized by excessively loud, bright, changeable, disorderly or harsh environments. When confused by a background of experiences which are inconsistent or chaotic, children's cognitive development can be delayed. Their approach to learning opportunities in kindergarten can be inhibited. They may exhibit characteristic signs of stress, such as tummyaches, lethargy, timidity, aggressiveness or undue fatigue, or, they may retreat into a highly developed world of fantasy and make-believe. It is not advisable to deny children in this condition their creative outlets, or to require delineated, structured, specific "academic" behaviors.

It is hoped that a review of these pertinent characteristics of kindergarten-age children will lead districts to plan developmentally appropriate programs. Such programs will serve the entire diverse range of kindergarten individuals.

## II. OFF TO A GOOD START

## RECRUITING AND ENROLLING STUDENTS

Since kindergarten has been proven to be such an important part of the child's education, it is imperative that efforts be made to enroll every eligible child. Eligible children are those who will be five years old on or before September 1 of the entrance year. No child who meets the minimum age should be denied services or discouraged from attending kindergarten. For a discussion of early entrance policies, write for a copy of the Oregon Department of Education document, "Early Entrance Into Kindergarten."

### Enrollment Strategies

The most traditional approach to enrolling kindergarten children is the use of a "Kindergarten Roundup." Kindergarten roundup is a process of setting aside a day (or days) and time (or times) when parents enroll their kindergarten eligible children. The roundup is usually advertised through the media (newspaper, radio or television) and through handouts strategically placed throughout the community and passed out in the schools. To facilitate advanced planning, roundups usually are held in the spring (usually May). During the roundup, various intake information is gathered. Information as to eligibility (including proof of age), record of inoculations and personal information, such as address, contact persons and health considerations are recorded. If the parents do not have the information required, they are made aware of what information is needed and how it may be obtained. Roundup can also provide an opportunity for the kindergarten teacher to meet the parents and explain the kindergarten program.

Screening in the spring is felt to be unproductive unless it is strictly physical screening, such as hearing and vision. Other types of screening should be delayed until the fall when the teacher has, through observation, determined which children need to be screened for possible diagnosis by well trained special services staff.

Besides the spring kindergarten roundup, there are other approaches to enrollment. Typically, it is necessary to repeat the spring roundup just before school starts in order to attract the families who move to the area during the summer or were unable to attend during the spring. The same procedure is followed in the fall as was in the spring.

In addition to the roundup, it is suggested that more aggressive methods be used to ensure enrollment of those hard-to-reach families. The model for this approach is the one used by Head Start programs for years—Outreach. Outreach refers to a process of actively seeking out eligible children through community resources such as ESDs, social workers, pediatricians, health departments and community action agencies. When children are identified, it is often necessary to make a personal contact with the family to encourage enrollment of their youngster. Many such families do not have telephones and it will be necessary to contact them by letter or, better yet, in person. Outreach should be an ongoing process that continually seeks to enroll those children from families that may not be part of the mainstream.

## PARENT HANDBOOK

Many school districts have found it helpful to produce a Kindergarten Parent Handbook which is updated yearly. The purpose of the handbook is to provide information about the

kindergarten program, how to enroll a child and where to get further information. The handbook can be distributed during roundup, sent to those hard-to-reach families and given to the parents of newly enrolled children throughout the year. Parent handbooks often include information about philosophy; yearly and daily schedules; parent involvement opportunities and expectations; health, safety, and attendance requirements; and discipline and other classroom policies.

## HOME VISITS

Home visits provide a wonderful opportunity for the teacher, child and parents to get to know one another. What more comfortable way could there be for the child to get to know the teacher than in one's own home, surrounded by the familiar and protective. Most parents find it refreshing to have the teacher come to them rather than the parent always having to go to the school. However, there is need for sensitivity for those parents who may find a visit uncomfortable.

The child benefits most from A HOME VISIT BEFORE SCHOOL STARTS. Through the home visit, the "teacher" will become a real and warm person who wants to know and like him or her and be a friend. Consequently, that first day of school will be something to look forward to with a sense of curiosity and yet a feeling of security.

The secondary purpose of the home visit is to provide a basis for a good parent-teacher relationship. Again, the teacher is discovered to be a person and not just a name associated with an institution. This is an opportunity to establish a rapport with the parents, which will be the foundation for a good feeling about their child's school experience.

### Some Strategies

Home visits should be scheduled well in advance and made as convenient as possible for the parents—which might mean that the visit will have to be done in the evening. Parents should be told in advance the purpose of the visit and sent a written reminder before the visit.

For many parents, this will be the first time a teacher has visited their home. It is helpful for the teacher to assure the parent that special preparations are not necessary. If, however, the parent has prepared something to eat or drink, the teacher should graciously accept it.

During the visit, avoid the temptation to make snap judgments about the family and child. Some home environments are very different from the typical, middle class home of a teacher. It is important to remember that no matter the physical surroundings, this is still a home and needs to be respected as such.

A home visit should be relaxed, so try to be as informal as possible, but do not forget to discuss the purposes and plans for your kindergarten program and any expectations there will be for parents and children.

Below are just some of the things a kindergarten teacher might do or take on a home visit at the beginning of the year.

**For the Child**

Take a name tag to make with the child, also yarn and a paper punch.

Take a camera to take the child's picture to be displayed in the room or added to a "Book About Me."

Other ideas of items to bring on a home visit might be:

Wooden puzzles, shapes and small blocks.
Photo album of kindergarten activities.
Drawing paper and pencils.
Package of stickers for name tags or small gift.
Lacing shoe.
Scissors and paper for the child to cut.
Puppet.
Unifix cubes.
A picture book.

**For the Parents**

Take the following information sheet for parents to keep:

1. The name, address and phone number of the school.
2. The class hours, morning and afternoon.
3. Bus information.
4. Your name and telephone number.
5. The location of the classroom in the building.
6. The dates school will be closed for holidays or inservice for teachers.
7. Information explaining the nutritious snack program or cooking projects.
8. Information about sharing and birthdays.

Take a list of materials you need for the classroom.

1. Collage materials.
2. Doll clothes.
3. Plastic buckets, etc.

**For Yourself**

Take a four-week calendar so you can fill in names for parent-help days and an information sheet to be filled out about the child. (See sample forms.)

**Things That You Might Like to Talk About**

1. Any special interests or needs of the child.
2. How the parents want the child to learn his or her name.

3. The program. How it is an individualized approach. That ABCs and numbers are important, but not a total program and why. How the child will grow at his/her own rate and will not be forced to compete with other children.

4. Small group schedule, first full day.

5. Parent–Helpers (see page 8 regarding volunteer helpers).

6. Nutritious Snack Program or cooking activities.

7. Any food allergies (or other kinds of allergies) the child might have or specific health problems.

8. Clothes for school.

9. Yourself.

10. Your interest in their child and your availability in case of any problems.

11. Transportation to and from school.

(Boise, Idaho School District)

## VOLUNTEERS, PARENTS AND AIDES IN THE CLASSROOM

Studies repeatedly have found that one of the key factors determining success in an early childhood program is the ratio of adults to children. The National Association for the Education of Young Children recommends that developmentally appropriate programs for four– and five–year–old children have a ratio of one adult for every 10 children and not more than 20 children per class. Many school districts cannot afford to hire enough teachers to make such a ratio possible. A very acceptable way of providing for an optimal ratio of adults to children is through the use of volunteers, parents and aides in the classroom. Since aides are defined as paid paraprofessionals, issues surrounding their use in the classroom will be dealt with separately at the end of this section.

Volunteers are generally of two types: people from the community who have the time and interest to devote to helping young children in classrooms, and parents of the children in the classroom. Community volunteers can be recruited from various sources such as colleges, service clubs, senior citizen centers, church groups and the like. Parent volunteers sometimes ask if they can work in the classroom, but more often than not are actively recruited by the classroom teacher.

There are advantages and disadvantages to both types of volunteers. Community volunteers are often dedicated people who can bring a wealth of skills to the classroom. Perhaps the individual was a former teacher. Maybe the person has skills with art, music, storytelling or something else that could enhance the kindergarten program. Senior citizens can provide the grandparent model that many of our more mobile youngsters do not get that often. On the other hand, some community volunteers are expectedly less reliable than paid employees. Because they are not paid, there is a tendency for their volunteer activities to be cancelled when something else comes up.

Parent volunteers can provide the same wealth of experience that the community volunteers do. In addition, volunteer parents are given an opportunity to learn more about their child's kindergarten program. It is a wonderful way to establish a strong parent-teacher relationship. A good community or parent volunteer is a treasure for any kindergarten teacher. To ensure that the volunteer is helpful, a system must be established for recruiting, screening and training potential volunteers.

Community volunteers can be recruited from a multitude of sources. Some, such as colleges, service clubs, senior citizen centers and church groups, already have been mentioned. Other excellent sources of volunteer help are the local high school and community or social service organizations. Parent volunteers usually are recruited by the kindergarten teacher at the beginning of the school year. Some teachers wait until they get to know some of the parents fairly well and then ask parents whom they think would be particularly effective in the classroom. Other teachers announce a general need for volunteers during the kindergarten roundup, a beginning of the year open house or through a newsletter that is sent home with the children.

No matter where the volunteer comes from or how they were recruited, it is very important that all prospective volunteers be screened for appropriateness and commitment. Obviously, it is important that the volunteer enjoy young children and have realistic expectations for them. The volunteer should have nurturing qualities and be willing to share those qualities with the children. The volunteer should be personable and reliable and, in general, be a good model for the children. It should be stressed to the prospective volunteer that the teacher and the children will be counting on their help in the classroom and it should be ascertained as to whether or not the time commitment they will be making to the classroom is realistic. If the individual has volunteered elsewhere, it is a good idea to get references from those sources.

Once volunteers have been recruited and screened, they need to be given both preservice and ongoing inservice training. Good training will ensure compatibility between what the volunteer does and the goals of the program. Training should cover procedural issues involved with volunteering in a school setting. More importantly, it should cover information related to what a kindergarten is, what five-year-olds are like and what types of things are most helpful for a volunteer to do in the classroom.

<u>Volunteer Activities</u>

Prepare materials
Make a phone list
Prepare for special days
Help supervise field trips
Prepare and serve snack
Supervise play
Teach specific self-care skills
Walk groups to "pull-out" activities
Supervise small group activities
Mend, repair equipment
Supervise noon-hour street crossing
Make birthday crowns
Read stories
Supervise story dramatization
Supervise the listening center
Supervise the paint center
Supervise the block/construction center

One-to-one tutoring
Provide individual help
Collect "junk" supplies
Visit with the children to encourage, support
Make graphs and murals
Share expertise
Sort and file
Put up bulletin boards

Finally, since a good volunteer, whether from the community at large or a parent of one of the children, is invaluable and permits the best ratio of adults to children, it is imperative that efforts be made to keep the volunteer coming back. If the screening was properly done, the teacher should be able to count on the volunteer's continued help. But, the teacher needs to make sure that the volunteer derives a sense of accomplishment from the work being done. Make sure there is a good balance of activities for the volunteer to do with an emphasis on supporting the learning of the children. Provide lots of positive verbal feedback for the volunteer. Occasionally do something special for the volunteer, or better yet, have the children do something special. Point out the progress the children are making as a result of the volunteer's efforts. Most volunteers who feel they are making an important contribution to the kindergarten will continue to come as scheduled and continue to be a very valuable asset to the kindergarten program.

## PARAPROFESSIONALS OR AIDES

Many school districts try to provide for an acceptable adult-to-child ratio by hiring paraprofessionals or aides. Aides, like volunteers, can be invaluable resources to the kindergarten teacher.

Many have some previous training through a community college teacher aide program or a teacher certification program. Recruiting aides is done in much the same manner as the district recruits other staff persons. Once again, screening is critical to finding the right person for a kindergarten classroom. Trained or not, the person must have a desire to work with young, energetic five year old children. The kindergarten teacher should be involved in writing the job description for the aide so that it is clear from the beginning what the expectations for the job will be.

Aides tend to be more reliable than volunteers and, of course, are usually available for more hours. But like the volunteer, the aide too needs to feel a sense of accomplishment and satisfaction.

Finally, aides can provide something most volunteers do not--consistency. A teacher and an aide can become a team that functions smoothly and consistently for the benefit of children.

## THE FIRST FEW WEEKS

The first few weeks of the kindergarten year are critical to setting the tone for the year's program. It is recommended that the best way to do that is to ease the children into the school routine. There are many ways to do this.

One of the most common approaches is to schedule only a portion of the entire class each day during the first week or two. Rudolph and Cohen (1984) suggest that "it is wise to allow for a one–to–one relationship between the teacher and each child before plunging into the overwhelming confusion of faces, materials and regulations involved in school entry" (p. 343). Even children who have had considerable experience with day care or nursery school can be overwhelmed by a kindergarten in a large school with so many faces, and perhaps, a long bus ride.

During the first few weeks many teachers give the children considerable time to explore their new kindergarten environment. Each of the centers is set up with materials the children use in play. Teachers take time to teach children how to use materials and how to deal with normal classroom routines. It is specifically important at the beginning of the year to provide center activities which do not require much adult supervision.

It is also an important time for the children to begin to get to know each other and begin to build a relationship with the teacher. Small group activities should be planned that promote social interaction. The teacher spends as much time as possible with individual children, getting to know them and deciding the best way to meet each child's needs.

Whole group activities provide for a sense of community, but should be kept brief. Singing, finger plays and storytelling or reading are excellent activities for this.

Below is an example of a way to schedule the first two weeks of kindergarten. Since there is no one best way to set up the schedule, consideration must be given to such factors as bus transportation and working parents.

Schedule one–fifth of the class each day for the first week and one–half of the class on alternating days during the second week. All of the class is present for each day of the third week.

| Sample First Week Schedule | Sample Second Week Schedule |
|---|---|
| 9:00–9:30 | 9:00–9:20 |
| Introduction of the children and orientation to the various centers | Opening exercises and introductions |
| 9:30–10:30 | 9:20–10:20 |
| Free exploration of centers | Free exploration of centers |
| 10:30–10:45 | 10:20–10:35 |
| Snack | Snack |
| 10:45–11:15 | 10:35–11:00 |
| Outdoor activities | Outdoor activities |
| 11:15–11:30 | 11:00–11:20 |

Closing activity as a group and getting ready to go home

Small group activities

11:20–11:30

Closing activity and getting ready to go home

On the second alternate day of the second week, the schedule of the day should approximate a more typical schedule.

## DAILY SCHEDULE

In many school districts, the kindergarten session lasts approximately two and one–half hours for each group of children, with double sessions each day for the teacher. In other places, the kindergarten session may be comparable to that for the elementary grades, each day or on alternating days. Obviously, the length of the session must affect scheduling. There is no clear evidence as to which length is best. What is clear is that how the time is used is the critical factor.

A good kindergarten day includes ample opportunities for the children to explore a wide variety of stimulating, concrete materials. There should also be whole group experiences that emphasize stories, movement activities and singing. Additionally, small group opportunities, intended to teach specific skills more directly may also be part of the day, but such activities should last only 15–20 minutes at a time.

Most kindergartens also include a snack time. Snack time serves three functions. One, of course, is to provide energy to a rapidly growing five–year–old body. Secondly, snack can be used for cooking activities and learning about nutritious foods. And, thirdly, snack provides a wonderful opportunity for socialization.

Outdoor play and physical activities are essential to the healthy development of kindergarten children. When inclement weather makes outdoor activities impractical, opportunities must be provided for similar activities inside.

It is <u>not</u> recommended that the kindergarten schedule include time for sitting at desks or tables in order to use workbooks or other printed texts. The kindergarten child needs real experiences with real objects which symbolic printed material cannot supply.

While it is important to have a regular daily schedule, which provides security to the children and the teacher, it must be remembered that the kindergarten teacher needs to remain flexible to the emerging interests of the children which may necessitate alterations in the typical way of doing things. As Rudolph and Cohen (1984) suggest, "One of the pleasures in working with young children is the excitement of exploring new paths opened by any new group of children. This is what keeps teachers themselves learners and what gives teaching its spark and zest" (p. 362).

On the following page are a few examples of daily schedules, both part day and full day, that reflect the principles discussed above.

Half-day schedule—2½-hour morning session

| | |
|---|---|
| 8:00 – 8:45 | Teacher planning.<br>Preparation time.<br>Meetings and special conferences. |
| 8:45 – 9:00 | Arrival of children.<br>Greetings of friends and teacher.<br>Care of wraps.<br>Browsing time and quiet activities until school begins. |
| 9:00 – 9:15 | Opening.<br>Attendance.<br>Sharing and discussion.<br>Planning for work period—children select activities. |
| 9:15 – 10:00 | Work period—children work individually or in small groups. Children's choice plus teacher-planned activities (teacher may include work at learning centers involving language arts, math activities, cooking experiences, etc.). |
| 10:00 – 10:15 | Cleanup. |
| 10:15 – 10:30 | Outdoor activities when weather permits or gross motor indoor activities. |
| 10:30 – 10:45 | Toileting, hand washing, juice and snacks. |
| 10:45 – 11:00 | Music—group singing, playing of instruments, creative rhythms. |
| 11:00 – 11:20 | Story time, dramatization, films, social studies, etc. |
| 11:20 – 11:30 | Evaluation.<br>Preparation for departure. |

Half-day schedule—3-hour morning session

| | |
|---|---|
| 8:00 – 8:45 | Teacher planning.<br>Preparation time.<br>Meetings and special conferences. |
| 8:45 – 9:00 | Arrival of children.<br>Greetings of friends and teacher.<br>Care of wraps.<br>Browsing time and quiet activities until school begins. |
| 9:00 – 9:15 | Opening.<br>Attendance.<br>Sharing and discussion.<br>Planning for work period—children select activities—teacher may assign. |
| 9:15 – 10:15 | Work time—small-group activities, learning centers. Children choose the activities to engage in. |
| 10:15 – 10:30 | Outdoor play. |
| 10:30 – 10:45 | Toileting, hand washing, juice and snacks. |
| 10:45 – 11:00 | Story time, dramatization, films, social studies. |
| 11:00 – 11:15 | Music activities. |
| 11:15 – 11:50 | Creative art activities, woodworking, blocks, housekeeping, other free-choice activities.<br>Cleanup. |
| 11:50 – 12:00 | Evaluation.<br>Preparation for departure. |

Full-day, everyday, enriched kindergarten

| | |
|---|---|
| 8:30 - 8:45 | Arrival. |
| 8:45 - 9:05 | Opening—Singing, movement activities, planning for the day. |
| 9:05 - 10:15 | Work time—small group activities and learning centers. Children choose the activities they engage in. |
| 10:15 - 10:30 | Clean Up. |
| 10:30 - 10:45 | Snack. |
| 10:45 - 11:15 | Outdoor or indoor gross motor activities. |
| 11:15 - 11:45 | Group story (language arts) time. |
| 11:45 - 12:30 | Lunch and break. |
| 12:30 - 12:50 | Quiet time: children rest, look at books or engage in other quiet activities. |
| 12:50 - 1:10 | Group: conduct group activities (singing, games, creative dramatics, etc.), reflect on morning activities and plan for the afternoon "work time." |
| 1:10 - 2:00 | Work time—small groups activities and learning centers. Children choose the activities they engage in. |
| 2:00 - 2:10 | Clean up. |
| 2:10 - 2:30 | Outdoor or indoor gross motor activities. |
| 2:30 - 2:45 | Group discussion of the days activities and plans for the next day. |
| 2:45 - 3:00 | Dismissed. |

## ROOM ARRANGEMENT

A study by Day and Sheehan (1974) of physical environments in various preschool programs found that:

> "Irrespective of type of program three dominant factors seemed to relate to the quality of all preschools observed: (1) the organization and utilization of physical space; (2) the child's access to materials and the ways in which they are used; and (3) the amount and type of adult-child interaction" (p. 15).

Although there is no single superior arrangement of a kindergarten room, there are some basic guidelines which are helpful. The following suggestions are adapted from the second edition of Kindergarten and Early Schooling (1984) by Marguerita Rudolph and Dorothy Cohen.

Given the conditions available in a particular school, a teacher adapts the space in the best way possible so that the children's needs can most comfortably be met. Young children are physical and provisions must be made in the room for physical activity. Kindergarten children are social so there needs to be areas where small groups and larger groups can enjoy companionship. Young children need to play, to use materials, to make things. The room arrangement should provide for this.

It is important for children to develop competence and efficiency in the handling of materials. They need freedom to express and develop feelings and ideas with and through materials. Therefore, a teacher should provide supplies in an orderly fashion on open or otherwise accessible shelves.

Some Specifics

The most common method of room arrangement is to use interest or learning centers. Such centers house equipment that goes together, either by subject matter or activity types. For instance, there may be a woodworking area (activity) or math area (subject matter). In the woodworking area would be a carpenter's bench, hammers, saws, nails, goggles, a vice and a wide assortment of types and sizes of wood, cardboard and Styrofoam. In the math center, on the other hand, would be a wide variety of things to count, weigh, measure, pattern and sort. It is important to remember that activity centers provide for much more flexibility and learning potential than do subject matter centers. A sand and water play area can be used for math learnings, language learnings and creative opportunities, while a language center is typically much more narrowly focused. Consequently, while it is important to have centers for math, writing and music, it is even more important to have centers for blocks, sociodramatic play and other open-ended activities.

Specific arrangement of the various centers around the room, of course, is dependent on the room's physical restrictions. Ideally, noisy centers should be placed at a distance from quiet ones. Art centers should be placed close to the classroom water supply. Remember, it is not necessary for centers to be placed primarily around the outer perimeter of the room. Care should be taken to plan traffic flow patterns which minimize congestion or conflicting functions!

Besides the centers, there should also be a specific area for large group activities. This area is often a large, round rug or a clearly marked floor space in the room. Many teachers find it useful to have a couple of tables placed off to the side for use when specific lessons are to be taught to a small group of children.

## GUIDELINES FOR SELECTING EQUIPMENT

There are many materials which are free or quite inexpensive which should not be overlooked when considering selection of equipment. The play potential of several cardboard boxes is extremely high even though the duration of use is short. The following basic principles should be considered in selection of commercial equipment:

1. The most used and useful items are those which can be used in many ways. Equipment which stimulates the child to use it creatively is far superior to equipment which allows no latitude for imagination and varied function. For example, blocks provide a wide range of experiences. A wind-up toy holds interest for a few minutes.

2. Every purchase should be carefully considered in terms of safety and usage.

3. Durability and easy maintenance under heavy usage are essential.

4. Equipment should not require the assistance of an adult. It should stimulate the child to become more independent.

5. The equipment should be large, easily manipulated, and as free from detail as possible.

6. Equipment should encourage cooperative play.

## EQUIPMENT

Choosing the equipment for the kindergarten class is an important decision. The decision should be based on:

1. What is known about how five–year–old children learn

2. Goals of the kindergarten program

3. Available funds

We know that five–year–old children learn through a process of reflective action; that is, acting on the environment and then thinking about the action and the environment's reaction. This means that the kindergarten classroom needs to be filled with real life manipulative materials that the children can interact with as they form their understandings of the world around them.

The goals of the kindergarten are reflections of the district's curriculum. The district's curriculum, as discussed in the Curriculum Section of this document, should be based on the developmental needs of the children. The purpose of kindergarten is to foster physical, social, intellectual and emotional development. Therefore, the equipment should promote all areas of development.

The funds available, which should be equivalent to that spent for other grades, will differ from district to district. Usually there is never enough money to provide all the equipment that a kindergarten teacher would like to have. So it is often necessary to establish priorities. Final decisions should always be based on what is best for the child.

### Types of Equipment

The types of equipment needed in a kindergarten classroom can be classified as storage, seating and instructional.

Equipment for storage needs to be of two kinds: (1) Teaching materials to which only the teacher has access should be secured and placed out of the reach of the children. (2) Storage of the children's belongings and teaching materials to which the children have access should be stored low and easily accessible to the children.

Seating equipment refers to the tables and chairs necessary for the teacher and children to complete their activities. Children's tables and chairs should be child size and easily moveable throughout the room. Traditional desks are not recommended for use in the

kindergarten classroom for two reasons: (1) they tend to isolate children's activities rather than to encourage cooperation; and (2) they are not conducive to providing different types of seating arrangement for different types of activities.

Instructional equipment is critical to the kindergarten program for it is this equipment that determines the types of learning activities that will be available to the children. Children learn best using concrete objects, therefore, the limited equipment funds are best spent on hands–on manipulative materials rather than workbooks and similarly abstract materials.

Proper selection of classroom equipment will do much to foster a wholesome learning environment for the kindergarten children and limit inappropriate behavior. Many discipline problems are created by the lack of adequate, developmentally appropriate equipment and materials.

Below is a list of acceptable kindergarten instructional materials.

**Suggested Materials and Equipment for the Kindergarten Classroom**

Kindergarten children are active learners who need concrete manipulative materials in order to make sense of their world. Consequently, it is vital that kindergarten classrooms include ample materials which allow children to explore, manipulate, experiment, and construct new understandings. The following lists are of some suggested materials and equipment for the kindergarten classroom:

Housekeeping Corner

- mirror, full length 12" x 48"
- rocking chair
- sink
- stove, toy, wooden, 24" high
- set doll table and 2 chairs
- assortment of artificial fruit and vegetables
- telephones
- wooden ironing board and wooden iron
- miscellaneous—jewelry, shoes, handbags,ties, hats, coats, suits, dresses for play—including both male and female articles
- chest, for doll clothes
- cloth for doll covers
- toy cooking utensils and dishes
- dish cupboard
- dishpans
- dolls, unbreakable, and representing different racial groups
- doll carriage
- housekeeping sets, small size, including broom, dustpan, dust mop

Block Building Area

- boards, 3'x6"
- set of unit type solid building blocks including straight cut as well as circular and arched blocks
- large, hollow wooden floor blocks

Art Center

- double easel(s), adjustable to child height
- long handle brushes 1/2" to 1" thick
- tempera paint in wide range of colors
- smocks
- large supply of newsprint approximately 18" x 24" for easels
- crayons, manila paper, drawing paper, scissors, and glue

- construction paper of various colors
- playdough (1c flour, 1c salt, 1c water, 1t alum, 1T oil) often more usable than commercial clay
- finger paint in wide range of colors
- glazed paper for finger painting
- drying rack for paintings
- miscellaneous newspapers, yarn, ribbon, buttons, Styrofoam, etc.
- colored chalk

Reading and Listening Center

- quality children's books
- child size table and chairs
- child size rocker
- adult size rocker
- book display rack with reachable books
- rug
- tape recorder, earphones (2 or 3 sets)
- blank tapes
- tapes with children's stories pre-recorded
- record player, records of children's stories and music
- some records with accompanying books so child can view illustrations as they hear the story read
- flannel board with stand
- felt material for flannel board
- pictures
- hand puppets

Math Manipulatives

- child size table and chairs
- puzzles (wooden, varying from very simple with 4 to 6 pieces to the complex with 17 to 27 pieces)
- table blocks, wooden, some holed with wheels and dowels
- sensory box with variety of changeable items
- commercial games (pictures lotto, card games for matching pairs, dominoes, etc.)
- nests of rings, boxes
- beads, 1" wooden, colored for stringing, strings
- color cone
- commercial construction materials and other manipulatives
- geoboards
- pattern blocks
- attribute blocks

Science Center

- table for display, and simple experiments, objects to be examined
- aquarium
- bird feeding shelf and suet feeder
- cage for visiting pets, removable bottom
- cage for insects
- flower boxes

- magnets, bar, U, horseshoe
- magnifying glass (hand)
- magnifying glass (tripod)
- prism glass
- pulleys
- small mirrors—including some hinged pairs

Music Area

- any instrument which the teacher, aide, or staff person can play (ex., autoharp, guitar, piano, ukelele, recorder)
- homemade instruments
- rhythm instruments--drum, triangle, tambourine, cymbals, maracas, tone blocks, rhythm sticks, bells, shakers
- scarves, 5" x 3' sheers, colorful material
- record player--records

Special centers which may not be used all of the time (closer supervision required)

- sandbox or sand table
- water play table
- electric hot plate, oven, popcorn popper, skillet for use in children's cooking experiences
- carpenter's workbench with 3" or 5" vice
- claw hammers, 6-10 oz. weight nails, large heads
- assorted sized sandpaper
- hand drills
- screws and screw drivers
- saw, 12" crosscut
- soft wood scraps
- miscellaneous: buttons, washers, corks, wire, nuts, hooks and eyes, spools, bottle caps

Transportation and Construction Play

- large size, sturdy wood or metal: bus, cars, tractor (farm), trucks, airplanes, boats, fire engine

Physical Activity (as space permits)

- climbing pole, climbing rope, rope ladder
- balance beam
- mat for tumbling
- jungle gym
- rocking boat

The following listing includes common standard equipment for use outdoors:

- wheel toys—tricycles, wagons
- climbing apparatus
- balls
- ropes
- large sandbox with cover
- water play equipment, water
- digging and gardening area shovels, rakes, pails

## UNSTRUCTURED MATERIALS

Blocks, sand, water and other such materials are often referred to as unstructured or raw material. These materials are especially important in the kindergarten because the child has the opportunity to impose his or her ideas on the material and the child determines if the outcome is "right." These materials lend themselves to helping children learn many concepts in subject matter areas. For example, in sand the child may learn concepts of texture and shape as he or she molds damp sand into various shapes. Using measuring cups, the child can learn about equivalency of measures. Using sieves, the child learns about variations in the size of the particles that compose the sand. Funnels or containers with various sizes of holes punched in the lids help children discover the relationship between hole size and the speed with which the sand flows. Alert teachers help children verbalize what they are discovering and help them record their observations in various ways.

Water is another raw or unstructured material. Children playing with water can discover the properties of liquids (takes the shape of the container, forms droplets, etc.) as well as the same measuring and flowing discoveries that are possible with sand. In addition, water can be used for experiments with objects that sink or float, evaporation, changes when soap or color is added.

Blocks are the most valuable learning materials in an early childhood classroom. They require active participation of the learners. Because there is no correct way to use them, children can express themselves and their understanding of the world without fear of failure. Children use the blocks in ways that are appropriate to their maturity levels and interests. Teachers who observe children using blocks need to be aware of possibilities and be prepared to extend children's learning. To be most useful, blocks should be exactly correct mathematically (2 half units = 1 unit) and should be made of hardwood for durability and aesthetic pleasure.

Children playing with blocks learn: classification, order, number, fractions, measurement, volume, area, depth, width, height, length, inequality, equality, shape, symmetry, mapping, visual perception, eye-hand coordination, feeling of competence, cooperation, respect for the work of others, shape recognition, differentiation of shapes, size relations, signs, labeling, directions, exchange of ideas, planning, and stories about structures.

Accessories for block play:

- People (family, workers)
- Animals (farm, zoo)
- Trains, cars, planes, busses, tractors, trucks
- Bits of rug, cloth
- String
- Shells, buttons, stones
- Popsicle sticks, tongue depressors (to make people or trees, etc.)
- Signs
- Colored cubes
- Paper, markers, scissors, tape
- Pulleys and cord

## III. KINDERGARTEN CURRICULUM

### Introduction: The Integrated Curriculum

Curriculum planning in kindergarten must take into account the children, their cognitive development, their experiential background, their needs and interests, and current knowledge about how children learn. Curriculum planners also must consider resources available to teachers for teaching. The best word for describing kindergarten curriculum is emergent—it grows out of the needs and interests of the children and the teacher. Life does not come separated into subject areas, therefore, kindergarten should reflect the "wholes" through which children can make sense of their world. Kindergarten children do not have the cognitive ability to analyze activities that are presented as subject matter areas and put them together into meaningful wholes. Therefore, in good kindergarten programs, math, science, social studies, art, music, reading, writing and other subject matter areas are integrated into activities (not taught as separate subjects).

The kindergarten curriculum can best be described as a series of carefully planned experiences in which children and teachers participate. It is not a recipe for what to do each day or a paper that prescribes the skills to be mastered. It is a living, growing, changing, emerging process that helps children develop academic skills, learn concepts and language labels, encourages curiosity and wonder and invites exploration. In a good kindergarten, as in all grades, children become more confident as they achieve success, learn how to learn, and learn to become more independent. The curriculum is the vehicle for fostering physical, social, emotional, and intellectual growth.

Subject matter areas are presented in this guide as separate topics so that teachers can choose activities which may be especially appropriate for meeting goals in subject matter areas. NONE OF THE SUGGESTED ACTIVITIES IS INTENDED TO BE DONE IN ISOLATION. For example, an activity planned for art would also provide a stimulus for the children to talk, write and read about the project. The suggested activities for reading also include writing since we cannot separate the two. Activities for social studies often include reading, writing, language, music and art. Science activities often include math, reading, writing, language and art.

### Outside Play

With some planning, outside play can become more than simply running off energy. Many of the same materials which are useful in the classroom are useful outside, too. Sand and water play are certainly to be encouraged outside. There should be areas for riding toys and climbing activities. Children should be encouraged to participate in sociodramatic play outside through the provision of props, toys or costumes. Gardening and caring for animals are useful outdoor activities. The best outdoor environments provide ample opportunities for children to act on objects. The environments invite cooperative, interactive, creative behaviors. Frost (1979) lists the following material all for outdoor areas that are free and inexpensive materials used in the construction of playgrounds for young children. All materials listed must be properly prepared so as to prevent safety hazards.

lumber, new or used
wooden packing crates
old furniture
plastic wading pool
old tires (truck, tractor, car)
barrels (wood, metal, plastic)
old doors
ladders
parachutes
paint (exterior)
burlap
metal poles and pipes
dead trees (inspect for shape, soundness)

wooden telephone cable spools
plastic electrical spools
carpet scraps (indoor–outdoor)
heavy rope
large nuts and bolts
nails
telephone poles
water hose (to be repaired)
small tools
paving blocks or bricks
slides
wheels
boulders
short lengths of drain pipe
concrete sand
soft drink crates
saw horses
discarded toys (repairable)
old car body (or truck)
caboose
old boat
airplane
cargo nets
shrubbery
conveyor belts
pulleys
fill dirt

Sources

utility companies
tire companies
service stations
wrecking yards
factories
hardware dealers
railroad companies
building contractors
bridge contractors
paint stores
nurseries
government surplus
parks and recreation departments
tree–service companies
sand and concrete companies
electrical contractors
lumber mills
lumber yards

(Frost, J. Children's Play and Playgrounds. Boston: Allyn and Bacon, 1979.)

Playground Checklist

Instructions: Check carefully every area of the playground monthly. If the answer to any of the checklist questions is "yes," report the violation in writing to the school director or principal for repair.

| Yes | No | | |
|---|---|---|---|
| _ | _ | 1. | Is the sand or resilient cover (eight to ten inches deep) under equipment compacted or displaced in heavy use areas? |
| _ | _ | 2. | Are there any climbing areas that would allow children (ages three to eight) to fall more than six or seven feet? |
| _ | _ | 3. | Are there any foreign objects or obstructions in the fall zones under and around fixed equipment? |
| _ | _ | 4. | Are any concrete footings for fixed equipment sticking out above the ground? Are they no longer secure? |
| _ | _ | 5. | Are there any obstructions in the normal traffic patterns? |
| _ | _ | 6. | Are there any sharp edges, broken parts, or loose bolts? |

__ __ 7. Are there any openings (spaces between five and nine inches) that can entrap a child's head?

__ __ 8. Are there any frayed cables, worn ropes or chains that can pinch (S-hooks must be closed)?

__ __ 9. Are there any excessively worn mechanisms (including swing swivels, merry-go-round axles)?

__ __ 10. Are there any crush points or shearing actions (including hinges or seesaws and undercarriages of revolving equipment)?

__ __ 11. Are any timbers rotting, splitting, termite infested, or excessively worn? Are toxic materials used as preservatives?

__ __ 12. Does any equipment need refinishing (sanding, painting)?

__ __ 13. Are any swing seats made of hard or heavy material (e.g., steel, wood)?

__ __ 14. Are any loose parts (portable materials and equipment such as wheeled vehicles) in need of repair?

__ __ 15. Are there any gates that cannot be locked?

__ __ 16. Are there any electrical hazards in the playground?

__ __ 17. Are there any collections of contaminated water in the playground?

__ __ 18. Do the grass, trees, and shrubs need care?

__ __ 19. Are there any other fixtures in the playground that are not in good repair?

(Frost, Joe L., "Safety and Playability in Play Environments," Beginnings, Summer, 1985, p. 14.)

## ENGLISH LANGUAGE ARTS

### Oral Language Development

The most important element in oral language development is the opportunity to communicate--to talk to peers informally when involved in activities, to present information to an audience, to express feelings and needs, to communicate with adults in the environment, to initiate conversations and to follow directions. Since language is developed primarily through use, teachers will plan activities that stimulate oral language and provide an environment that encourages language development.

Activities that promote oral language development include:

- Show and tell or sharing time—organize SMALL groups for sharing so that each child can participate and can learn to listen and ask questions without long periods of waiting for a turn. Teachers must organize the groups, help children plan what they are to say, help children think about the real questions that they have and help them become active listeners. Show and tell is not a time for allowing children to display

their latest possessions. Show and tell is most successful when teachers give direction to the things child will share. For example, they may ask the children to bring something round or blue to share. Or they could ask for an old family picture.

- Describing objects, experiences, places, events—children might be encouraged to describe an object that other children cannot see with enough detail that they can guess what it is. They might also be asked to tell about their experiences while the teacher or another adult records their description. A good example is the child who shares with the class the procedures used in completing an art project.

- Asking questions—children might be asked to guess the contents of a box. Their only source of information will be to ask the teacher questions. Their predictions will be recorded and when the object is finally revealed they will discuss what kind of questions they might have asked.

- Retelling and dramatizing stories—encourage children to retell familiar stories with puppets, finger puppets or through a series of drawings. In dramatizing stories, children will be able to retell the story in their own words as they act it out. Good stories for these experiences include the traditional folk stories (The Three Bears, The Three Billy Goats Gruff, The Little Red Hen, etc.) and stories from books that they particularly enjoy. The stories selected for these experiences need dialogue, action and characters that are easily identifiable.

- Choral readings or fingerplays—fingerplays and choral readings provide children with new vocabulary and new phrases and other language forms or styles from which to build their own repertoire.

- Persuading others—children should have many opportunities to argue their point of view with their peers. Such debates are the child's best method of moving from a very egocentric view of the world into a more mature view. Children practice persuasive language when they want to use material that another child has, when they want to convince a child that they should play a role designated by another, when they compare their observations of the gerbil and try to convince each other that their observations are accurate.

- Recalling details—typical five-year-olds are very alert to the details of their environment, but their egocentrism dictates that they leave out these details in speech because they think that others share their own experiences. Teachers can help children recall and describe details in pictures, of objects or of experience. One useful technique is to read several versions of the same folk story and ask children to discuss the differences in details of the stories.

- Sequencing events or experiences—children can recall the steps in a shared experience. Cooking, art or block-building experiences are especially appropriate for sequencing. Children might record the steps to the completed product through drawing, re-enacting or describing. Teachers might help children by recording through photographs or written comments.

- Creating new word patterns to fit given structures—children learn the words to favorite books or songs by rote. Then they create new words to fit the established patterns. For example, in the book A House is a House for Me by Hoberman (1982), the pattern is, "A ___ is a house for a ___, A ___is a house for a ___, but a

house is a house for me." Children provide new words to fit the blanks. The same strategy fits song lyrics or poetry. After having learned "Alligator Pie" (Alligator pie, alligator pie, if I don't get some, I think I'm gonna die), they can substitute new words. For example, they might use "crocodile" or "stew." It is best to alter only one element at a time.

- Telling original stories—children are effective storytellers when encouraged. They need experience with many stories in order to develop a sense of story structure. They can tell their stories to a small group, to a teacher or to another adult or older child. These stories can be recorded on audio tape, video tape or through writing down their words.

- Planning and evaluating daily experiences—children need some time each day to talk about what they plan to do and to recall their achievements. These might be related orally or they might be recorded on a record sheet.

Writing

Kindergarten classrooms should invite and support writing. Centers should have a variety of unlined paper and writing instruments. Children should have access to these materials as they need them and be encouraged to write. But they must have real reasons for engaging in writing. As in the examples for reading, children should be able to write about things that interest them from the daily happenings in the classroom and from their home experiences, as well as from special events such as visitors or field trips.

Children are doing something constructive in writing even if their writing appears to be no more than scribbling. They are learning the functions of print and are constructing their understanding of how written language works. We recognize that children construct their understanding of written language in a developmental sequence that is identifiable and very similar for every child. As soon as children begin to make marks with writing instruments they are beginning to learn about written language and how it works.

The first stage in the development of writing is scribbling. Just as children babble before they use words, they scribble all kinds of forms before they learn which of those forms are letters and which are not. The next stage is usually called linear repetitive and means that children have discovered that writing is usually horizontal and in a string across the page. The next stage is a random letter stage. That means that children learn which forms are acceptable as letters and use them in some random order to record words or sentences. They may produce a string of letters that have no relation to the sound of any of the words that they are attempting to record. They may also include some forms that are not recognizable as letters because their repertoire of letters is so limited.

The next stage of development is that of prephonetic writing. In this stage, children begin to make the connection between letters and sounds and represent words with letters that they hear. They sometimes write the beginning sounds correctly or the ending sound and may fill in with random letters. They then move to a stage of phonetic writing in which they represent sounds that they hear with graphemes that represent exactly what they hear. For example, "Ilngleadtxas" represents "I live in Goliad Texas." The beginning of this stage is often described as letter name writing because children write the letters whose name and sound are the same. For example, they will write the word "you" with the letter "u".

As children gain more experience with the written language system, they begin to learn the conventions of written language and begin to spell some words in conventional ways even though the spelling is not phonetic. A good example is the word "love." Because children are exposed to this word so often, it is a word that they begin to spell in its conventional form very early. Children discover "rules" in spelling just as they discover rules in language. For example, the typical four and five year old says "goed" for went because he/she has generalized the rule that in English, one adds "ed" to make a verb past tense. Children often add "e" to the end of words when they want to indicate a long vowel sound. This stage of writing, which usually occurs around second or third grade, is called transitional as children are moving from their phonetic spelling to standard conventional spelling.

Finally, children achieve mostly conventional spelling. Just as children move from babbling and expressive jargon into mature speech over a period of time, they need time to move to the conventions of written language. No child achieves adult speech without considerable time and effort and support from adults who treat them as conversational partners. The hope is that children will have the same support as they move from scribbling to mature written language.

Opportunities to include writing in the kindergarten day:

- Children have a need to communicate with their peers about something in the work time. For example, children may need to make a sign that a block structure is not finished and could the others please leave it until tomorrow.
- Children have journals in which they are to write on a regular basis, even if it is mostly drawing.
- Children want to find out who has not had a turn at a popular activity. They may take a poll or interview classmates.
- Children choose to make their own books.
- Children choose to write notes to their parents or friends.
- Children choose to write a story to accompany their art work.

Other materials that may promote writing in the kindergarten include a typewriter and/or a computer. Each of these pieces of equipment encourages a different approach to writing than writing manually.

For some children, composition must be done orally. Tape recorders should be provided for these children.

**Reading**

Nothing is more important in the kindergarten reading program than the teacher reading aloud to the children. From hearing good literature, children learn how fluent adult reading is supposed to sound. They develop an understanding of the concept of "story" so that they know what to expect when confronted with different kinds of literature. They learn about the conventions of written language which may be quite different from their home language. They pick up vocabulary and ways of expressing particular thoughts or emotions. It has been said that no writing is completely original because we have

gathered all the poetry and prose that we have heard or read and those words and phrases are stored to be used as our own in the future. The teacher who shares good literature with students is helping them develop literacy.

Current research indicates that literacy emerges gradually and children are "reading" long before they are involved in formal reading instruction. Therefore, "readiness for reading" is a misleading concept. It implies that children are, at some point, not at all ready for reading and, at another point, they are suddenly ready. Children involved in appropriate beginning reading activities are reading, not learning "readiness." The basic ingredient in reading is oral language. Children who have gained skill in understanding and using language will be more likely to understand reading as the extension of oral language in order to communicate. Other necessary ingredients in any beginning reading program are writing and an opportunity for learning the functions of print in a personally meaningful way. THE FOLLOWING EXAMPLES OF ACTIVITIES ILLUSTRATE HOW READING, WRITING AND LANGUAGE ARE NATURAL EXTENSIONS OF THE USUAL KINDERGARTEN ACTIVITIES.

Sociodramatic Play

a. Children playing with blocks build a replica of the train station. The teacher gives them paper and markers and asks if they would like to make signs for their station and/or tickets for the passengers on the train. They make schedules, labels for the tracks and other parts of the station that they know. They also make tickets and a booth from which to sell them.

b. Children playing "cowboy" learn the words for the gear they are using (lasso, chaps, etc.). The teacher encourages them to write about playing cowboy and finds many library books about cowboys. He/she encourages the children to browse through these books and reads some to them.

Journals

Children may be encouraged to write in a journal each day. The journals may be mostly drawings at first, but over a period of time, children will begin to write messages. Each time they get out their journals, they will review much of their previous work and reread the teacher's comments and responses. TEACHERS ENCOURAGE THE PROCESS OF WRITING MORE THAN THE PRODUCT. Conventional spelling is not emphasized.

Puppets

Children produce puppets and then write or dictate a simple script for their puppet play which they then read in order to perform the play.

Pattern Books

Pattern books are books that have repetitive words or phrases that are very predictable. For example, in Would You Rather? (Burningham, 1984), each page begins with the phrase "Would you rather" followed by several choices. (Please see the bibliography of pattern books.) Over a period of days, children learn the text of a pattern book by rote. After the text is known, it is placed on sentence strips and placed in a chart on the wall. Soon all the children will be reading it successfully. The teacher may then chose to produce individual booklets of the text which the children can read and illustrate. Finally, the children may write their own stories based on the pattern in the book. For example, many teachers use Brown Bear, Brown Bear (Bill Martin, Jr., 1970) in the procedure just

described. The children may be encouraged to write a book using their own names—"Juan, Juan, what do you see?" and so on until every child in the class has a page. These pages are then bound into a class book.

Class Letters and Scrap Books

After a field trip or class visitor, children are encouraged to participate in writing a thank-you letter or note. As they dictate a group letter, they can take part in the spelling of the words as well as the composition of the letter. A class scrapbook that records trips, visitors and other special events to be recalled and reread, often helps children not only review previous events, but also learn the functions of reading.

Sign-up Lists

a. When a child reports that more paste is needed in the art center, the teacher asks the child to write "paste" on the "Supplies Needed" list that is hanging by the door.

b. Children want to choose a particularly popular activity and the teacher asks them to add their names to a list entitled, "XXX waiting list."

Songs

Children learn the lyrics of a song by rote. Next, the teacher presents the words on a chart. After drama or other activities to extend comprehension of the lyrics, the teacher may give individual children sentence strips with the words printed on them and ask them to match them to the words on the chart. Next, the children may be asked to match individual words on the chart. Finally, the teacher prepares individual song booklets so that the children can follow along as they sing the song and perhaps illustrate their booklet.

Key Words

Children are asked to tell the teacher their special word for the day. The teacher writes the word on a card while talking to the child about the sounds of the word and the letters in the word. The child can then copy the word into his/her "Beautiful Word Book" and write a sentence or draw a picture for that word. The book serves as a record of writing progress and of progress in art and composition. Word banks are especially effective for ESL children.

Spontaneous Stories

a. At sharing time, four children report new puppies at home. The teacher helps the class discuss new puppies and their care, encourages the children to write or dictate stories about the new puppies and finds books about puppies to read to them and for them to read.

b. One of the animals in the classroom is a turtle. Children frequently ask questions about the turtle. The teacher helps the child find the answers in various reference books. Then the child is encouraged to write his/her findings in a class book about the turtle or to write a story about the turtle for himself/herself. The teacher finds books in the library about turtles, teaches the children the words to a fingerplay about a turtle, makes a booklet of the fingerplay and encourages them to bring stories or items from newspapers or magazines about turtles.

## Dictated Stories

Often the teacher will want to take dictation either from the group or from an individual child. Dictation should not take the place of having children write for themselves, but there are times when the teacher or an older child or another adult can do the writing for the children. In taking dictation, the recorder must record exactly what the child says. This is not the time to correct the grammar or sentence structure of the child, since the purpose in taking dictation is to record the child's utterances for later reading. Teachers may choose to take dictation for group letters, group experience stories, individual responses to drawings, individual responses to scientific observations or whenever it seems more useful for meeting specific goals than would having the child write independently.

## Classroom Library

The library area should reflect the interests of the children and the teacher's knowledge of good books for children. Teachers who know good literature and love it are able to share that love with children. They know that "reading-like" behavior is an important step in learning to read and they encourage children to browse through books and celebrate with them when the children can recognize some of the print. Teachers know that children with experience handling books will be children more likely to become readers as they are anxious to be able to uncover the contents for themselves. Teachers should provide a wide variety of books—stories, reference books, dictionaries, books of poetry, information books, magazines and newspapers that contain material of interest to children. Teachers should be especially alert to finding books that extend the children's interests in science, social studies or other curriculum areas.

These reading experiences can occur in any classroom without special preparation. Take advantage of everyday opportunities to teach children more about reading.

## Handwriting Instruction

"Handwriting instruction" should not be confused with "writing." Handwriting instruction involves forming letters and copying or tracing adult models. Writing instruction does not focus on handwriting, but on content. Kindergarten children who have an opportunity to observe good models of writing will learn to form letters. Writing should be done on unlined paper so that children are organizing their own spaces and letter size. If children ask for models, then they can be supplied. However, any model should be provided on paper so that it can be copied from one paper to another as most young children have great difficulty with copying from a chalkboard. Formal handwriting instruction should not begin in kindergarten.

## Listening

Listening is developed through a variety of teacher-directed and child-selected activities. Others include:

- Match sound cylinders (two containers filled with beans, rice, tacks, etc.).
- Take a walk and listen for (and record on a list) all the sounds that they can hear.

- Play a musical identification game in which they are blindfolded and asked to identify the musical instrument being played.
- Play singing games (or other games) in which children identify their classmates by sound.
- Experiment with sound using water in jars, rubber bands stretched around a cigar box, xylophones, etc.
- Play word games with rhyming words.
- Listen and talk on the telephone in dramatic play.
- Listen to stories and music at listening centers.

## SCIENCE

Science is a process—a way of looking at the world and experiences; not memorizing facts. It is an opportunity for children to investigate the world around them. Topics of study in science should follow children's interests. Children are usually interested in science, especially animals, plants, machines and how things work. Science includes making predictions, collecting and recording data, then confirming or changing predictions. Science concepts can be learned in many everyday activities of the classroom. For example, a child at the easel may be involved in the scientific process. As she/he predicts the resulting color when mixing primary colors, tries mixing, records the results and proves or changes his/her predictions, she/he is involved in scientific thinking. Science should not include topics that children cannot see or touch or explore—not electricity or the solar system, for example. Teachers should also teach children safe ways of investigating topics—safe methods of smelling unknown substances, safe methods for handling strange animals, etc. Science does not require expensive materials or laboratories but it does require a teacher thinking about possibilities in materials that are available and listening to the children's questions.

Some possible science activities using materials that every teacher has would include:

- A pot of tulips—enjoy the blooms. Examine the blooms and identify the parts of the plant (roots, bulb, leaves, stem, perhaps pistil and stamen). Compare to other classroom plants such as sweet potato, philodendrons, etc. Examine the structure of the bulb. Make dye from the petals.
- Boxes of soil. Ask children to bring a small box of soil from their yards or neighborhood. Compare the soils by color, smell, texture. Weigh the soils and compare density. Try growing seeds in each type. Place equal amounts of water in each and observe the results. Put each through a sieve and compare the composition of the soil.
- A collection of stones. Sort by color, by size, by shape, by texture. Polish some and observe the results. Experiment by scratching on the stones with various materials (fingernail, a stick, a penny, a nail). Weigh equivalent numbers of stones, compare density. Place in water and observe displacement.
- A carton of milk. Observe what happens when milk sours. Taste curds and whey. Trace origin of milk through field trips to a dairy farm, a dairy and a grocery store.

- Experimenting with sound. Try sounds from various materials (metal, wood, plastic). Make instruments for producing sound. Explore tapping on bottles with various levels of water.

- Investigate freezing and evaporation of water. Leave a container of water uncovered and mark the level each day. Freeze water. Melt ice and observe. Melt snow (if possible).

## ART

Art activities in the kindergarten classroom must balance opportunities to send and to receive the wide variety of designed images in the world of children. This means that children need opportunities to view, interpret, judge, and value art as well as create their own art expressions. It is important, even as early as kindergarten, for children to begin developing aesthetic sensibilities; i.e., individual notions of beauty and taste. Children should be given regular opportunities to view and talk about a variety of art forms. In this way, the basis for valuing and learning in the arts is possible.

Kindergarten children are learning about themselves and are learning to express themselves in a variety of ways. Through art, a child can express what she/he feels and understands. Children are encouraged to color, draw, paint, use clay and other materials in a spontaneous, creative and personal way. A child must be free to select his/her own medium and be free from the burden of trying to copy an adult model or use techniques more advanced than they can handle. In this way, children use their senses openly and develop their own perceptions.

Art is more than creating classroom projects. Exposure to various forms of art (trips to museums, displays, architectural forms) need to be included in the kindergarten curriculum. It is important that art is not only pictures, but a part of everyday life, i.e., floral arrangements, lines in a piece of pottery or an aerial view of a farmer's fields. Children can develop an appreciation for line and contour as well as color and shape.

In order to show children that their artwork is valued by others, teachers need to frame and display some of the creative pieces of work. Simple frames can be made from colored paper or art board. Artwork is special to the children who produced it and adults should make an effort to display it in aesthetically pleasing ways.

The art center should be a permanent place in the kindergarten classroom where the children can select from a variety of materials. The work area should be large enough for a small group of children to work at once. Most materials need to be easily accessible for the children. Easels and other equipment may need to be modified for handicapped children. There should be room to display finished pieces. A sink (or bucket of water) and sponges encourage children to be independent in clean-up. A kindergarten art program emphasizes the process of creating (over the final product) and needs to provide developmental experiences and opportunities for young children to express themselves through diverse material and media. Some examples include:

- Drawing: pencils, crayons, pens, chalk are used to record ideas, feelings and observations.

- Painting: brush painting (easel or tabletop), fingerpainting, sponge painting, etc.

- Papercrafts: variety of paper and materials including paste and scissors used to create a piece of work.
- Sculpture: manipulating a variety of materials such as paper, wood, clay, playdough and foil.
- Printmaking: paint, ink, paper—transferring an image from one surface to another.
- Weaving: basic spinning, braiding and weaving techniques.
- Collage: Using simple collage techniques to create a decorative piece.

The kindergarten art curriculum is integrated with other subject areas such as music drama, movement and social studies. Some materials used for exploration are listed below:

construction paper
tissue paper
newsprint
tempera paint
finger paint
crayons
glue and paste
chalk
clay
charcoal
yarn and string
burlap and yarn needles
brayer and washable inks
felt pens
liquid starch

Some activities for art which will enhance children's creative and expressive behaviors include:

- Junk printing using classroom objects such as tinker toys and spools and kitchen objects such as a potato masher, pancake turner and so on. Emphasize patterns.
- Sponge printing or painting. A variety of types of sponge can be dipped in tempera and printed, or the sponges can be used in place of brushes for painting.
- Collages with natural seed materials. Seed pods and cones can be collected and arranged in pleasing ways, then glued to paper or cardboard.
- Wood sculpture. Collect wood scraps from a cabinetmaker. Provide glue and allow children to build three-dimensional structures.
- Paper strip sculpture. Provide strips of colored construction paper and plain paper for a base. Children build three-dimensional structures by gluing only the ends of the strips to the paper. Encourage experimentation with folds, twists, curls, etc.
- Stitchery. Provide small squares of burlap and yarn needles and yarn. Children create designs with yarn. (Masking tape to hold the yarn on the back of the fabric works better than knots for young children.)

- Leaf prints. Collect leaves from several trees. Use a brayer to spread ink on the leaf surface and print onto plain paper.
- Texture rubbings. Provide broad crayons (old crayons melted in muffin tins work really well) and plain paper. Allow children to explore various surfaces and make rubbings.
- Prints on texture. Rubbings often make good backgrounds for printing. For example, children might make a rubbing of a brick surface and them print leaves over it.
- Finger paint. Allow children to explore the various effects of painting with finger tips, palms, knuckles or feet.
- Torn paper. Children tear paper to create the shapes they choose, rather than cutting with scissors. Then glue to paper.
- Tissue paper collage. Provide several colors of tissue paper so that children can see the effects of overlapping the colors.
- Weaving. Children can do very simple weaving with two colors of paper strips glued to plain paper.
- Fabric pictures. Children draw on plain fabric with colored markers or crayons. (Crayons must then be pressed.)
- Notions collage. Provide a wide variety of notions scraps: buttons, rick rack, seam binding, yarn, lace and so on. Allow children to create a collage and glue to paper or cardboard.
- Clay. Sculpt figures and allow to dry. Paint with tempera if desired.
- Finger paint collage. Cut pieces of finger paintings (after they are dry) and use to make collages.
- Straw sculpture. Provide paper straws and black paper for a background. Allow children to build three-dimensional or two-dimensional structures with the straws and glue or tape them to paper.
- Reversals. Children cut shapes from construction paper and then glue the shapes and the original piece of paper to a second sheet of paper.
- Paint and crayons. Children draw a picture with crayons and paint over it with a wash of very thin tempera.

Activities designed to help children view, interpret, judge, and value art follow:

- Display all children's art in an attractive, aesthetically pleasing way.
- Encourage children to talk about their art and that of others in specific ways. They can describe color, line, and form of art, as well as how they personally feel about it. It is important, however, that children not judge each other's art in negative, destructive ways.

- Have "visiting artists" from the community share their work.
- Display prints of well-known art works around the classroom and encourage the children to talk about them. Art prints are available at most public and school libraries.

## MUSIC

Music is part of the regular and daily kindergarten program. Sounds capture kindergarten children's interests and stimulate their imagination. Their lives are full of sounds from the roar of jets to the chirp of the cricket; from the vibrations of rock music to the quietness of a nursery rhyme or a finger play song. They learn instinctively and naturally about music by exploring sound sources and bodily movements. Music and movement alert children's senses and develop their aesthetic sensitivity. They learn best when their whole being is involved, as it is in the music and movement program.

Enjoyment should be the prime element in music activities. The child should experience the joy of singing, listening, and moving to music, playing instruments, and creating music. These activities can and should occur spontaneously, as well as in planned portions of the child's play.

The children discover concepts of rhythm, dynamics, tempo, pitch, tone quality, form, and texture as they learn and create music expressive of childhood interests, moods, and feelings. The musical concepts are formed as they participate in singing games and basic rhythmic responses, explore percussion and simple pitch instruments, and imitate and interpret sounds of the environment. Rhythmic movement with and without music is enhanced by the use of such materials as rubber playground balls, scarves, and balloons.

Kindergarten children love singing, listening and moving to music. Rhythm, creative dance, marching and playing instruments are all used in developing an appreciation for and understanding of music. The music center is a permanent area in the classroom. Children are encouraged to listen to a variety of music (jazz, folk, classical, etc.), play common rhythm instruments and invent their own instruments. Pictures of various instruments are often displayed in order to introduce the children to new and different sounds and instruments. Books that contain familiar songs that children can "read," paper, paint and crayons should also be included at the music center.

Through the use of songs and chants, music teachers can assist classroom teachers in reading, spelling, and other subjects. Classroom teachers can validate music by incorporating it into other required subjects. Memorizing rhymes, songs, and verses is a strategy that gives children the basis of language to call upon later when the child is asked to read, write and speak. There are many counting songs and patterns in music that help develop mathematical concepts. Teachers who wish to help children investigate sound and how it is produced will use music as part of that scientific study. Teachers can use music to help children understand traditions and needs of all peoples. Music becomes a part of a child's life—musical experiences in kindergarten provide children with a feeling of joy; and music can become a deep and integral part of their lives.

Books that contain familiar songs for singing and reading:

Chicken Soup with Rice, Sendak, Scholastic, 1962
Go Tell Aunt Rhody, Quackenbush, Lippincott, 1973
I Know an Old Lady, Bonne, Scholastic, 1961
Mary Had a Little Lamb, dePaola, Holiday House, 1964
Mary Wore Her Red Dress, Peek, Clarion Books, 1985
Oh, a Hunting We Will Go, Langstaff, Atheneum, 1974
Old MacDonald Had a Farm, Graboff, Scholastic, 1969
On Top of Spaghetti, Glazer, Doubleday, 1963
Eye Winker Tom Tinker Chin Chopper, Glazer, Doubleday, 1973
Over the River and Through the Woods, Turkle, Conward-McCann, 1974
She'll be Comin' Round the Mountain, Quackenbush, Lippincott, 1973
Teddy Bears Picnic, Kennedy, Green Tiger Press, 1983
There Was an Old Lady Who Swallowed a Fly, Child's Play International, 1973
Yankee Doodle, Schackburg, Prentice-Hall, 1965

Records and Cassettes:

American Folk Songs, Pete Seeger, Folkway Records
Baby Beluga, Raffi, A & M Records
Corner Grocery Store, Raffi, A & M Records
Folk Song Carnival, Hap Palmer
Creative Movement and Rhythmic Exploration, Hap Palmer, Activity Records
Getting to Know Myself, Hap Palmer, Activity Records
Homemade Band,* Hap Palmer, Activity Records
Pretend, Hap Palmer, Activity Records
Witches' Brew, Hap Palmer, Activity Records
Mainly Mother Goose, Sharon, Lois & Bram, A & M Records
One Light, One Sun, Raffi, A & M Records
Singable Songs for the Very Young, Raffi, A & M Records
Special Delivery, Fred Penner
There's a Hippo in My Tub, Ann Murray, Galmer Ltd.
This-A-Way, That-A-Way. Ella Jenkins, Folkway Records
You'll Sing a Song and I'll Sing a Song, Ella Jenkins, Folkway Records
Growing Up With Ella Jenkins, Ella Jenkins, Folkway
Adventures in Rhythms, Ella Jenkins, Scholastic
Jambo and Other Call-Response Songs and Chants, Ella Jenkins, Folkway
Little Johnny Brown, Ella Jenkins, Scholastic
Play Your Instrument and Make a Pretty Sound, Ella Jenkins, Folkway

Instruments and Materials

Fine quality and accuracy of pitch are of primary importance in the selection of instruments to be played or heard by the child. Some authorities suggest that after hearing a tone three times a child accepts that tone and its quality as valid. Therefore, quality instruments and equipment and a proper maintenance program are extremely important.

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*Contains directions for making instruments.

Young children have an avid curiosity to explore and experiment. They need opportunities to listen to and experiment with many kinds of sound sources and materials. Instruments and equipment that could be available include:

Nonpitched Percussion
- drums
- rhythm sticks
- sand blocks
- wood blocks
- tambourines
- cymbals
- finger cymbals
- triangles
- cluster bells
- castanets
- maracas

Pitched Percussion
- piano
- resonator bells
- autoharp

Equipment
- Stereo phonograph
- tape recorder
- headsets
- recordings
  - story
  - movement
  - listening
  - singing

## MATH

Mathematical concepts are internally constructed by the individual. They are not transmitted directly from adults to children. To facilitate the child's learning process, provide a wide variety of experiences. Lead a child to develop the ability to see and create relationships, and the ability to make use of those relationships. Only after repeated experiences with concrete manipulative objects can the child develop mathematical concepts. Later the child begins to apply and use a formal numerical system, and develop skills in using arithmetic functions (Oregon Department of Education, 1985). The kindergarten classroom and curriculum de-emphasizes symbolic representation of number concepts until a child can show a clear understanding of the concepts.

The math center should be a permanent area in the classroom. The center provides children the opportunity to explore, verbalize and manipulate math materials. Objects (unifix cubes, pattern blocks, mirrors, scales and objects to weigh, etc.) should be rotated as frequently as the children's interests change. The center needs to have tables and floor space large enough for children to explore the materials with classmates. Boxes, tubs and baskets encourage young children to organize the materials and to return them to their proper place when they finish with them.

It is important to make math a part of the total learning experience in the classroom. Mathematical activities can be integrated with other curriculum areas such as music, language arts, science and social studies. The following are examples of such activities.

Mathematics in kindergarten is:

- Counting—Children should be provided with various counting experiences in order to practice the sequence. Bounce a ball, jump rope, ring a xylophone while counting; count to solve problems (how many chairs do we need); count to distribute materials for games, etc.

- Comparing—Children are encouraged to compare familiar objects and sets of objects (size, length, weight, capacity, etc.) First the child compares equal groups, then compare to a standard to make comparisons of more than, less than or equal amount of water, cubes, buttons, weights, etc.

- Measuring—Children are given string, sticks, paper clips, etc., to measure lengths in different units. They measure ingredients for individual recipes. They have informal experiences with money, time, and temperature.

- Classifying—Children learn to think analytically as they classify concrete materials (buttons, bottle caps, pine cones, stones, keys, etc.); children identify attributes, make groups, and verbalize the relationships within groups and among groups.

- Recording—Children are given the opportunity to record mathematic experiences with numerals, words, drawings or photographs.

- Sequencing—Children record the steps of a completed process through drawings, writings or photographs. Children then mix up the sequence cards and a partner puts them in sequence.

- Describing—Children are provided the opportunity to verbalize about mathematical experiences. They may describe an experience in classifying or grouping using color, texture, shape, size, location or other terminology.

- Predicting—Children are encouraged to predict and estimate outcomes; they predict the number of items in a box, number of M&M's in a bag, etc., then count and record their findings.

- Patterning—The skill of recognizing and using patterns is very important in the development of mathematical understanding; children need to see patterns, clap patterns, construct patterns with a variety of materials. For example, the patterns of the calendar can be emphasized; rhythms can be clapped; and patterns can be perceived or made in art.

- Problem Solving—Children use real-life situations. "We have a box of crackers. How many crackers does each child get?" Teachers encourage a variety of solutions and strategies for solving problems, and then help children to discuss, share, compare, and act out their answers.

- Graphing—Children see relationships when given the opportunity to graph meaningful events. For example, how many children walk to school, how many ride the bus, how many come by car? How many children choose balls at recess, how many choose jump ropes? Do more children choose blue or green paper during art? Children can predict outcomes, record actual information using cut-outs, colored squares, drawings, etc. and then use the resulting graph for practice in operations.

Materials for kindergarten mathematics which foster experimentation, inquiry, and discovery include:

- Unifix cubes
- Pattern blocks
- Geoboard/bands
- Common objects such as:
  - egg cartons
  - geometric shapes
  - measuring cups
  - wooden cubes
  - dice
  - scales
  - playing cards
  - collections of objects: stones, shells, keys, buttons
  - spools
  - cardboard tubes
  - locks and keys
  - jars and lids
  - toy dishes and flatware
  - tiles

## SOCIAL STUDIES

Social studies is the art of learning to live together in communities. The kindergarten year equips children with skills and understandings needed later to participate as responsible citizens in their world, locally and globally. Social studies helps explain relationships to others and to the environment. Social studies enables students to develop and practice a variety of intellectual and social skills for productive information-processing and problem solving. Social studies also integrates cultural heritage and diverse values into children's personal perspectives and experiences, in order to enhance their effectiveness as individuals, or members of groups or community participants.

A social studies program should provide opportunities for students to explore various roles and rules, customs and careers, issues and incidents, people and places. The task of learning to get along with others involves activities related to knowledge, skills, values and social participation. Too often the social studies curriculum is equated with the process of socialization that takes place in the early years of schooling. Social studies has no exclusive claim on this process and, in fact, socializing agents appear in the form of participants in cooperative play groups, partners in art activities, leaders in lines, sharers of snacks and many other interactors in the daily routines of the classroom. Socialization cuts across curriculum lines and should be viewed as an overarching goal of the kindergarten program.

Goals specific to social studies include: acquiring social science and historical knowledge; developing a variety of intellectual and social skills; reflecting on values and attitudes; and practicing social participation. Each of these goals is considered equally important and contributes to a complete social studies program at any grade level. The kindergarten teacher's awareness of these goals can help to design activities.

**KNOWLEDGE**—At the kindergarten level, children come in with an extensive knowledge of themselves and others, especially the differences and similarities that are obvious to them. It is the teacher's role to help students organize newly acquired understandings in meaningful ways. The teacher provides holistic experiences which draw from various social science disciplines—geography, economics, social studies, anthropology and political science.

**SKILLS**—Skills of social studies include reading and writing, oral language, information-gathering, research and study skills, analysis and interpretation of data, perspective-taking and imagining. The kindergarten teacher wisely introduces them through everyday activities.

**VALUES**—Social studies promotes the examination of values and beliefs. Not only can students become aware of individual values, but they can come to appreciate the perspectives of others.

**SOCIAL PARTICIPATION**—Skills necessary for social participation must be nurtured within the context of the classroom in order to develop a sense of responsibility in the early grades. Students need to be provided with opportunities to initiate social activities and to participate in a variety of social settings in order to build positive interpersonal relationships.

These goals are basic to any social studies program. The kindergarten teacher may select major themes or topics to focus on in order to address various goals. Some suggestions for planning include:

Historical Understandings—Children have a natural appetite for stories. There is no need to refrain from referring to events "long ago" or places "far away" because children are beginning to develop a sense of time and place at the kindergarten level. The recent call for "cultural literacy" encourages the return of storytelling, myths and legends, accounts of heroes and anecdotes of notable leaders. Concepts of chronology and change are central to an understanding of history, and can be developed with story-oriented content.

Geographic Understandings—Besides placing events in temporal order, kindergartners can be challenged to place things in space. Spatial relationships are blossoming in the young learner's cognitive framework and exploration in this realm becomes an important part of the social studies program. Activities which encourage placing objects in new settings or bringing order to a group of objects can yield insights into fledgling geographic concepts which will apply to later representative mapping experiences.

Political Understandings—Rather than coming to the classroom devoid of political concepts, the kindergartner has many cogent notions of fairness and freedom, property and responsibility, authority and power, to name a few. Teachers can capitalize on news events, playground capers, or in-class conflicts to assist students in clarifying the nature of these concepts and the nature of their roles as citizens in a democratic society.

Economic Understandings—Young children have great misperceptions about economics. They think the exchange of money for goods or services is some kind of polite ritual that adults go through during a transaction in the store or at the supermarket. Allowing them

to play with money and especially to role-play economic transactions can offer the teacher opportunities for instruction in this area.

Social and Cultural Understandings—If students are to succeed as citizens of the twenty-first century, then they need to come to some understanding of cultural diversity and the interdependence of people at the local, national and international levels. The classroom provides a natural laboratory for exploring cultural similarities and differences. There is a difference between teaching about cultural differences and understanding how cultural differences contribute to a diverse society. Often the holiday curriculum is cited as the multicultural component of a kindergarten social studies program. While the holidays do offer an opportunity for exploring cultural differences, they are often abused by reinforcing stereotypical views of ethnic groups. The aim of multicultural education is to provide students with an operative understanding of both similarities and differences. All the people of the world eat and dress themselves and build shelters. Different kinds of foods are eaten, different types of dress are worn, and different forms of housing are built. The context in which these different customs are established help explain the diversity that exists.

## Social Studies in Practice

Social studies not only supports many intellectual and social skills, but can provide a medium for integration of the kindergarten curriculum. The key to a successful program is the teacher's skill in using activities to draw out conceptual understandings in students. In general, social studies activities should allow opportunities for students to act within, modify or transform an environment, to talk about their experiences, to relate what they are doing to themselves personally and to interrelate their perceptions to understandings in other curriculum areas. Some possible activities that contribute to integrating social studies concepts are:

1. Take a neighborhood walk and ask the children to focus on one of these subjects: The physical environment (trees, houses, streets, etc.) to teach spatial relationships; the kinds of buildings (their size, purpose and location from the classroom) to teach the concepts of city center, suburb, and city limits; the people they see and what they are doing to teach roles in the community; the traffic to study transportation and patterns for use. Incorporated into these walks can be concepts of safety, change of seasons (take the same walk at different times of the year!), pollination, communication (of birds with their songs, of people and signs), decay (pick up fallen leaves to construct a collage), pollution (have them suggest ideas for a clean-up drive) and so on. As with the other activities suggested in this section, do not attempt to accomplish all of these instructional goals in one walk. Focusing the children's attention and capturing the specific information they collect provides for a clearer understanding of the concepts and a more meaningful experience for the children.

2. Compare the members of families of the children in the classroom. Be sensitive about terminology, using "caregiver" or "adult in your home" rather than only "mother" and "father." Even references to sisters and brothers need to be stretched to include "other children living with you." Have students identify the responsibilities different family members have to teach the concept of interdependence. Have them look at examples of interdependence in other contexts (the parts of a machine, the light, water and air for plants, the voices in a quartet). Have them get in groups and make a "human machine" with interdependent parts.

3. Extend the study of interdependence to the school setting by assigning students to become experts in one of the adult roles (principal, librarian, secretary, cook, custodian, etc.). They can be that person's "shadow" for a while and report back to the class what they saw their person doing. These reports can be illustrated by the children and collected in a book about the school. Each child could dictate a description of their illustration. The book could be shared with students in other classrooms.

4. Ask parents to visit the classroom and share something special with the students. It may be a special talent or a hobby or a book or story they especially love. Encourage students to note the diversity of interests represented by the adults. Have students reflect on any specialties they may have. Encourage them to share their special interest with the rest of the class. Also encourage students to be alert to the diversity that exists in their own family setting. Let the study of diversity extend to areas other than social studies. Look for the diversity in plant life, in the animal kingdom, in colors, in symbols (Roman numerals, Arabic numerals, tally points, domino dot arrays), in languages ("hello" in various tongues).

5. Have students study and prepare a meal that represents a cultural tradition such as Japanese soba noodle soup to symbolize long life for the New Year or unleavened bread to signify the historic flight of the Jews from slavery. Students can measure ingredients to reinforce math skills and serve each other to practice social skills. Sharing stories and books connected with these traditions integrates literature. Singing songs or reciting poetry associated with various traditions also integrates language arts. Appreciating and valuing cultural differences now will go a long way in developing non-ethnocentric students for the future.

6. Adopt a tree and visit it periodically. Keep a record of the changes in the tree to help children understand change over time and seasonal relationships. Constructing a graph of the number and kind of leaves on the tree in different seasons could help students in data gathering and recording techniques. Interpreting the graph at the end of the school year could lead to a higher level of understanding change. Taking pictures of a building under construction could serve a similar purpose. Asking students to bring in pictures of themselves as infants and contrasting it to their current school picture can establish a beginning understanding of slow, gradual change. Exploring the kinds of things that can be changed and then changed back to an original state (a piece of clay) and what things cannot be changed back (a broken crayon) could lead to a discussion on irreversibility and irreversible consequences. A realization that things can heal (change back, in a sense) over time is also a valuable lesson related to this study.

7. Almost every culture has a new year's recognition celebration, but they are not observed on the same day as the Western calendar. Native Americans hold their World Renewal Ceremony in September. The Chinese New Year falls in February. Accountants look to July for the start of their new year! Learn about some customs associated with the start of a new year. Emphasize similarities of events. (Children have a more difficult time recognizing similarities since it requires a higher level of thinking. Give students time to think about the similarities after they have studied several traditions.) Ask them to fantasize their own ideal new year beginning ceremony. What do they consider important to recognize or do on such a day (values)? What ideas did they borrow from the customs they studied (appreciating heritage)? This activity can be transposed to any other universal celebration such as weddings, funerals, births, coming of age, plentiful harvest.

8. Pose a problem to the students involving the sharing of playground equipment. Ask them to brainstorm alternatives for solving the problem. Discuss which alternative would be the most helpful in solving the problem. Use this strategy for real or imaginary situations. Focus students on the alternative that seems to have the most helpful consequences. This gives them practice in problem-solving skills in a social setting. The same skills can be transferred to science or math settings. Give students some math manipulatives and have them generate different ways of showing the same math sentence. Give students a set of different kinds of materials and ask them to build a fantasy machine. After they have done it once and explained it, have them come up with another way of using the same materials to accomplish the same thing. Practicing the generation of a variety of alternatives for the same problem is a social skill that will apply to many areas of their lives.

Social Studies Materials

Wooden train set
Wooden cars, trucks, boats
Plastic building sets
Set of doll dishes
Dress-up clothes
Plastic flatware
Cooking sets, including wok
Rocker
Child-size iron, ironing board
Housecleaning set
Costumes (various ethnic wear)
Clothesline, clothespins
Doll bed
Doll carriage
Various hats
Set of hollow blocks
Set of unit blocks
Telephone
Typewriter
Puppets
World globe
Wall maps (Oregon, U.S., World)
Matching games
Wild animal models
Pliers
Saw
Woodworking table with vise
Nails, screws
Hammer, screwdriver, hand drill

## COMPUTERS

The computer revolution has reached the kindergarten classroom. It is important that where computers are available, quality computer experiences are provided. Many computer programs are merely elaborate worksheets for drill and practice. These are not recommended. Instead, teachers need to emphasize computer activities that ask for interaction and problem solving. Children can try out letters and numerals with word processing programs, learn terminology such as disk, keyboard and drive and engage in problem-solving activities. Computer work should never be substituted for hands-on experience with real objects.

Some Software Programs:

Ernie's Quiz, Cupertino, CA: Apple Computer
Instant Zoo, Children's Television Workshop, Cupertino, CA: Apple Computer

Mix and Match, Children's Television Workshop, Cupertino, CA: Apple Computer
Facemaker, Cambridge, MA: Spinnaker

Gertrude's Secrets, Portola Valley, CA: Learning Company
E-Z Writer

## COMBINATION CLASSES: K–1 or K–1–2

Some schools combine kindergarten with first grade or with first and second grade (vertical grouping). Such combinations can be challenging and beneficial to both teachers and children. Having children of various ages in one classroom encourages cooperative learning, strengthens peer relationships and makes possible many activities in the curriculum that might not be possible in one grade. For example, combination classrooms using an integrated curriculum approach provide a rich base to understand and plan for individual children. Children in such classes participate in activities at various levels; the curriculum is made more complex as children's needs dictate. For example, at the sand table younger children will explore the sand, pouring from one container to another, verbalizing as they play. A more experienced child will be comparing the sizes of the containers and the amounts of sand needed to fill each using vocabulary such as more than, less than, equal, half, etc. The older child will be measuring the sand using abstract symbols, adding ¼ cup and ½ cup and recording the results. At the writing center, the younger children will be drawing pictures using crayons and marking pens. The more experienced child will draw a picture and label his/her drawing using invented spelling. The older child draws a picture and writes a story using more conventional spelling. All three children are writing and talking and sharing.

Some English schools have had vertical age groupings for years and prefer them as only one–fourth to one–half of the children are new to the group in any one year. The other children in the group usually take responsibility for teaching the new children the classroom routines and expectations. They take advantage of the older children's abilities in peer teaching and the older ones can be models for the younger ones in academic areas as well as social areas.

Many teachers of multi–grade classrooms choose themes in which children can participate at a variety of levels and then rotate the themes every three years. For example, a teacher might choose the theme "Mini–beasts." Every child could listen to the stories read by the teacher, some could read the reference books on their own, all could participate in art, some could write detailed reports while others drew pictures, all could learn songs and participate in movement activities, some could record their experiences in writing while others could verbalize their understandings. The same theme would not be repeated for three years. Since there are virtually hundreds of appropriate themes, choosing to rotate them over a period of years is not a problem. In this kind of environment, children can progress at their own pace. The teacher's role is to provide materials and act as a facilitator and encourage each child to get involved with the materials at an appropriate level.

## TRANSITIONS: WHAT? WHY? HOW?

### WHAT?

Transition devices are the various media we use to move a group of children in an orderly manner, from active to quiet, or quiet to active play, through clean–time in the play room or play yard, through clean–up and toileting for juice, lunch or snack, from the lunch room or tables to mats or cots for rest, from inside to outside, from outside to inside or from any one activity to another where they must be in a group for a short interim period.

WHY?

We need to plan for these changes of pace activities for several reasons. FIRST, we try to avoid any sort of formal lining up for kindergarten children. SECOND, we try to avoid any tendency to herd or collect children in "huddles" to await their turn. THIRD, in even the shortest interval, one upset child can disrupt an entire group. FOURTH, these brief periods lend themselves well to simple games, conversation, chanting, singing, finger plays, dramatic play and other learning experiences.

HOW?

Following are examples of ways to create smooth transitions which also facilitate learning:

1. Make two sets of red, yellow, blue, green and orange circles, squares, triangles, rectangles and diamonds. The diameter of the larger circle should be 8 or 9 inches, with other shapes of comparable size. Small circles could be 4 or 5 inches in diameter. Be sure that differences in sizes are easily distinguished. DEVELOPMENT OF THE CHILDREN SHOULD DETERMINE THE USE OF MORE THAN ONE COLOR OR SHAPE. You may need to begin with a single shape and a single color, then add others as the children grow in understanding and comprehension.

    a. Give each child a circle and ask all to sit in one area—on the floor, at tables, in chairs.

        - All children with, for instance, red circles, hand them to the teacher then go to the bathroom or get wraps or go outside. BE SURE THERE IS AN ADULT OUTSIDE TO RECEIVE THEM. Repeat with other shapes.
        - All children holding red cards hand them to teacher. Then all with blue or green, etc.
        - Individual children will tell the color and shape of their card, then move to next activity.
        - Following techniques listed above, use a mixture of different colors.
        - Repeat above at another time by using only squares of different colors and sizes, then move on to use other shapes.
        - As children are able to do so, combine circles and squares of two sizes, then add other shapes as the children are ready for them.

2. Ask all children wearing something blue to stand, then move to a desired place. Next, all children wearing red, etc.

3. Repeat the above by asking for all children in red shirts, blue jeans, black shoes, etc. If too many children are wearing the same color, discriminate by asking for all boys in red shirts, all girls in black shoes, all boys in sneakers, all girls with bows or clips in their hair, etc.

4. Let one child say first line of a nursery rhyme, finger play or short poem. A child who can say the second line does so, a third child the third line and so on. At its completion, let this small group move on to the next activity. Avoid pressuring any child to participate. DO NOT SHAME, TEASE OR SCOLD THE CHILD WHO DOES NOT PARTICIPATE. Let these go out last with teacher, who might say, "Perhaps you will want to next time."

5. Using a record player let children march, skip, hop, slide or tiptoe about the room, then continuing the activity move out of the room to go outside. Here the children may be in a line of sorts, but it is not the rigid "stand up straight–stay in line–don't push" sort of line that is undesirable for kindergarteners.

6. Play follow the leader and do various things with the teacher or a child leading the group as they move in an informal line either indoors or out.

7. Play "Simon Says" and after a few directions, go into, "Simon say tiptoe outside."

8. Let children choose a partner and go outside singing, "Will you come and walk with me?" from "Here We Come a Walking Down the Street."

9. Play "Bear Hunt" for going outside or coming indoors. Pretend you are hunting a bear. You are not sure where he is and if he hears you he will run away, so move very quietly and slowly. Using the same ideas pretend to be a cat looking for a mouse.

10. Indoors, as the first children finish clean–up or return from the bathroom, etc. and begin to gather in a group, give directions as "Stand Up," "Lie Down," "Stretch Out Tall," "Stand Up," "Reach for the Sky," "Sit Down," "Turn Around and Round," "Reach for the Sky," "Roll Back and Forth," "Raise Your Feet High in the Air," "Stand Up," "Now Come Sit Quietly by Mrs. Jones' Chair."

11. Make a number of true and false statements. If the answer is true have them clap their hands. If it is false, let them pat their knees. Use such statements as:

    a. Birds fly.
    b. Dogs meow.
    c. Ice Cream is hot.
    d. Lemons are sour.
    e. Snow is wet, etc.

12. Word games. For example, the old one that goes, "I'm going on a train to Boston and I'm taking a box. Who wants to go with me?" "I do." "Oh, and what are you taking?" "I'm taking a bat. Who wants to go?" "Me." "What are you taking?" "I'm taking a ball." "Good, you can go. . . ." The children quickly learn that to get a ticket to Boston, they need to bring along items that begin with b; to go to Atlanta, they would need to pack only 'a' items; and so on.

13. Play "Animal Game": Walk like a dog with its front leg hurt (the child drops to all fours, raises an arm and does a "three–legged" limp). "Walk like a seal" (the child drops down on his belly, legs straight and slithers himself across the floor on his elbows). "Kick like a mule" (no explanation needed).

## TRANSITIONS

The following information is taken from Kindergarten Programs and Practices (Romey and Bayles, 1980) and includes even more ideas for transitions:

Transitions:

1. Aid individuals or groups of children in changing from one activity to another.

2. Help move individuals or groups of children from one place to another.

3. Can be used during "waiting time," such as waiting until all children have gathered into a group.

Little has been written about using transitions in the classroom. Many teachers agree that using transitions promotes good daily living in the classroom if they are used wisely. The very best transitions spring from ideas generated from ongoing lessons and activities within a particular classroom. Transitions should not be used as gimmicks to quiet children, but should help them relax and "change gears" in productive ways.

Transition activities originate from songs, rhythms, singing games, exercises, games, finger plays, brain teasers, poetry, creative movement, creative drama, drawing ideas from the content areas, etc.

The following examples show how transitions may be used in different ways:

1. "Everyone wearing clothes with seven buttons may line up at the door." (Buttons must be showing.)

2. "All those who live in a brown house."

3. "Those who have the numeral 6 in their house number."

4. "Those whose last name begins with the letter B."

5. "Anyone who lives on Jackson Street."

6. "Everyone who worked on wood sculpture today."

7. "All those who ride on Mr. Barlow's bus."

8. "Everyone whose family has a green car."

9. Using some type of percussion instrument, play out the rhythm of the children's names. For example, Mar–i–lyn. Several children may have the same number of syllables in their names. (Do not try this until the children are familiar with each other's names.)

10. Mouth the child's name by syllables.

11. "Let's walk as if we were walking on a very narrow board."

12. "Let's go to the library like a sandwich today. Two slices of bread, please." (Try to inject subtle humor into some of the activities. The children will thrive on it.)

13. "As we walk down the hall to the gym, let's count silently the number of steps it takes to get there."

14. "As we walk back to our room from the art room, let's think to ourselves about one kind deed that someone did for each of us during the past week." (You may need to give an example.) The children should then have the opportunity to quickly relate "deeds" on returning to the room.

15. Hold up cards with the children's names (or initials) on them.

16. "Let's see how many different ways we can get to the door." Examples: Walking sideways, skipping, tiptoeing, etc.

17. "I'll say a number [or letter] and you say the number that comes after the number I say."

18. Give the children a simple riddle about anything you can think of. Have them raise their hands when they know the answer.

19. Have a child do a pantomime. Other children guess what the pantomime is about.

20. Play "Simon Says."

21. Play "Follow Me." Teacher or child is the leader. Cross legs, hold up hands, wiggle, clap hands, etc. Return to the position you want the children to be in for the next activity.

22. Child sits in a chair with back to other children. Child says:

    "Here I sit in my little chair,
    Listening to the cuckoo clock."

    Another child then strikes a triangle (or other instrument) a certain number of times. If the first child gives the correct answer, the second child sits in the chair and repeats the rhyme.

23. Draw an large tree on the board. Play a note on the piano. If the sound of the note is high, the child draws a leaf high up in the tree. If the note has a low sound, the child draws the leaf low on the tree.

24. Play "Who Am I?" "It" is seated in the middle of the floor. A player stands behind "It," who has his eyes covered. The player says, "Who are you?" "It" replies, "I am Tommy." The player asks, "Who am I?" "It" is permitted three tries at guessing who is speaking. This games is more readily accepted after the group has been together a few months and the children's names are better known to each other.

25. Describe something. ("I am thinking of ___.")

    a. Someone in the room. (Describe that person--that object.)
    b. A place.
    c. An animal.
    d. An object.

26. "On the way to school I saw—" (Child gives other children a number of clues about something seen on the way to school. Children then guess.)

27. Tap out or clap the rhythm of a very familiar song. Let children guess what song it is.

28. Play "Who Am I?" Have a child use a puppet. Have the puppet talk for some storybook character. Other children guess the character.

29. Have a child bounce a ball a certain number of times. Another child is chosen to guess the number of bounces.

30. Repeat nursery rhymes or poems known to the children. Leave out a word at the end or middle of a line. Example:

    "Jack and Jill went up the _____
    To fetch a _____ of water," etc.

31. Active transition: "The Hokey–Pokey" (may be sung or chanted).

32. Play "What Is Missing?" Draw pictures of objects on cards. Example: "Draw a lamp with the electric cord missing." Children guess the missing part.

Often, after practice, the children can suggest ideas for transitions or will express their favorite activities. As you develop sensitivity to the moods and nuances of the classroom, certain transition activities will be more appropriate than other and the "flow" of the room will show subtle and steady improvement.

## IV. ASSESSMENT & REPORTING

## OBSERVING AND RECORDING STUDENT PROGRESS FOR PLANNING AND REPORTING TO PARENTS

### Introduction

Within a given classroom, children roughly the same age are at different levels of development and are progressing at different rates. These differences must be identified if we are to provide a meaningful and appropriate learning environment. Observing and recording student progress is necessary in order to provide such an environment.

A young child, according to Piaget, is incapable of learning concepts that are too advanced for his or her particular stage of development. Although experience can be enhanced through stimulation, experiments, and activities, the teacher must recognize that even if a child knows the proper phrases to use, there is a good possibility that the concept is not yet fully understood by the child. For example, a child may be able to count to 20 without really understanding number concept. Piaget shows that a child's initial verbal response is often superficial and may not be a true indication of real understanding. Thus, isolated assessment results are often open to question, a concern which is the basis for the suggestion that **many sources of information are necessary to obtain a true picture of a child's functioning.**

Assessment is ongoing and involves collecting information that can be used to help plan the educational programs, identify educational goals, select instructional strategies and materials, and report each child's progress to parents.

### INFORMATION GATHERING

There are many valid ways to collect meaningful and useful information about students. Information may be obtained through teacher-made and standardized tests, parent interviews, collecting children's work, and observing children's behavior. Some methods of collecting information used alone can tend to trivialize the curriculum and provide limited information useful to the planning and reporting processes. Of particular concern is the inappropriate use of standardized tests to label children or deny services to them (see the NAEYC Position Statement on Standardized Testing of Young Children 3-8 Years of Age). Many teachers believe that the most useful and valid information about young children's progress is obtained through observations, interviews of parents, and samples of children's work.

### SETTING UP A SYSTEM FOR THE CLASSROOM

In order to obtain useful information which will help teachers plan for individualizing instruction for each child, data collection must be systematic and ongoing. Some teachers find it useful to manage the data collection by keeping:

1. Individual files which include:

    a. Monthly anecdotal summaries
    b. Dated work samples

c. Emergency/family information
d. Time samples
e. Developmental checklists
f. Records of any screenings or tests

2. A Daily Anecdotal Behavior Chart readily available in the classroom,

3. A Participation Chart readily available in the classroom (see sample forms), and

4. A small notebook or index cards to record individual events or notes to be placed in children's files and to be used for program planning.

## GATHERING INFORMATION THROUGH OBSERVATION

Through careful observing, teachers gain increased understanding of every child's achievement level, abilities, dispositions and feelings. Ongoing, systematic observation enables teachers to truly understand each child and meet his or her needs. It also increases effectiveness with other staff and, most importantly, with parents. Children can be observed alone or in a group, at any time of the day, and under a variety of circumstances. The teacher can observe children:

- sharing and talking with others
- listening to stories and music
- exploring their environment
- walking the balance beam, running and jumping
- finger painting, drawing, and constructing with blocks
- counting, sorting, and comparing objects
- developing an understanding of printed symbols and other symbolic representations

Specific behaviors to be observed are determined by the purpose of the observation.

When conducting observations, teachers must remember to:

1. Focus on observing exactly what the child does or says. Use action verbs. Note the date, time, and setting.

2. Record the observational details as soon as possible after an event or episode.

3. Observe in a variety of settings and at different times during the child's school day. Changes in time and in setting will often provide insights into children's behaviors. For example, children who are not comfortable on the playground may seek the solitude they never seek when in the classroom. During the time prior to lunch a child may become especially irritable. Identifying these times and circumstances assist in planning and making needed changes. Watching for patterns often leads to an explanation of behavior.

4. Focus on one child at a time.

5. Avoid calling attention to the child under observation.

6. Keep all observations confidential.

To help the teacher with record keeping, the following forms are included in this section: two sample checklists, weekly and monthly Anecdotal Behavior Charts, Observation Guide, and a Participation Chart.

## Anecdotal Records

An anecdotal record is a written narrative describing a child's behavior and interactions in a natural setting (classroom or play yard). Anecdotal records are typically kept on all children. Teachers select specific behaviors or events to record and include details and information which add to the understanding of individual children's development (Feeney, 1987). Although observations and anecdotal records can be time-consuming for the teacher, such measures are often more meaningful than data collected from tests.

Some teachers carry a small notebook and pencil in a pocket to remind them to make some notes about happenings in the classroom. Other teachers plan spot checks from time to time for ten or fifteen minutes. Still other teachers train classroom aides or volunteers to help them keep records.

The sample Daily Anecdotal Chart is intended to help structure teacher's observations. It should be kept in an easily accessible place so that the teacher and other adults working with the children in the classroom will be able to record behavior as it happens. At the end of each day or week, the teacher transfers the information on the daily chart to a monthly one for each child. This Monthly Anecdotal Behavior Chart enables the teacher to see patterns of behavior that might not be obvious when using only daily records.

## Time Sample

A time sample is another way to gather more in depth information on particular children. This is accomplished by tracking a child's behavior at regular intervals. These records can be useful in helping teachers determine a child's typical behavior over time. For example, a teacher may feel that the child does not interact enough with other children. A sample of the child's behavior at regular intervals can give insight into how frequently or infrequently the child actually plays with other children, and how the child interacts when playing with others.

Time Sample 1:

A fifteen-minute record sampled once every minute during choice time indoors.

Time: 9:30 - 9:45 Date: 10/12/88

| Activity | Solitary Observation | Solitary Play | Cooperative Play | Fighting/ Arguing |
|---|---|---|---|---|
| Dress Up | XXXXX | XXXXX | XX | XX |

Time Sample 2:

A fifteen minute record sampled once every minute during choice time indoors (Feeney, 1987).

Code: I = Initiates; S = Solitary; R = Rejects; A = Accepts; T = Teacher;
X = Continue; C = Child

Time: 9:30 – 9:45 Date: 10/12/87

Child: Michael

| | | |
|---|---|---|
| 9:30 S | 9:35 X | 9:40 X |
| 9:31 X | 9:36 S | 9:41 AT |
| 9:32 X | 9:37 IC | 9:42 AC |
| 9:33 RC | 9:38 RC | 9:43 X |
| 9:34 S | 9:39 S | 9:44 X |

**Developmental Checklists**

Developmental checklists are typically completed for each child. They include a list of behaviors or traits and a way for the teacher to record the child's level of functioning on each. The teacher is to determine whether or not a child's behavior was described on the checklist, or whether or not he/she possesses the traits. The anecdotal records, participation charts and time samples can provide useful information for completing the checklist.

**Interest Inventories**

Knowing what an individual enjoys and is interested in can help in choosing materials and activities. Some teachers interview children and/or their parents in order to gain insights into the children's interests. Interest inventories typically ask about favorite pets, toys, television programs, outdoor activities, books, foods, games and leisure time activities.

**Samples of Children's Work**

Some of the best indicators of a child's performance are samples of children's work. Collecting samples of paintings, tracings, cuttings, and attempts at writing allows the teacher to analyze progress. Parents can see this change too if samples of the child's work are saved from the beginning of the year, mid-year, and at the conclusion of the kindergarten year.

**Running Records**

Teachers obtain running records in special cases when they want to get a more in depth picture of a particular child in the total environment. The observer, usually not the teacher, writes down everything a child says and does with teachers, children, space, and equipment for a 30– to 60–minute period for several days. A running record is nonselective; all of the child's behavior is recorded within the period of observation.

## GATHERING INFORMATION THROUGH STANDARDIZED TESTING

The use of standardized tests is among the most controversial issues facing early childhood educators today. A thorough discussion of the issue is presented in a 1988 position paper developed by the National Association for the Education of Young Children (Young Children, 1988). The purpose of this section of the Oregon Kindergarten Guide is to present (1) information to help teachers and administrators understand different forms of standardized testing and (2) present recommendations for the use of standardized tests.

## Characteristics of Standardized Tests

Standardized tests include a fixed set of test items designed to measure a clearly defined sample of behavior. They also include specific directions for administering and scoring the test, and norms based on representative groups of individuals like those for whom the test was designed. Standard content and procedures make it possible to give an identical test to individuals in different places and at different times. The norms enable us to compare an individual's test score to the score of groups who have taken the test (Gronlund, N.E., 1976). Nearly all standardized tests are published commercially and are produced for widespread use. Because of this, most are based on common objectives of education that are shared widely by educational institutions in diverse settings. However, **the content of standardized publishers' tests often include merely a sampling of objectives taught in the classroom, making the instruments of little value for planning specific instructional programs.**

One of the issues at the heart of the use of publishers' tests relates to the purpose for the tests. Most of these tests are used for reporting a student's (or district's) general achievement level, screening students for placement in special programs, or possibly evaluating programs. Some of the more individualized diagnostic tests can be used to identify the levels of attainment but even these are limited in the goals they will assess. The major problem with standard tests is using them for purposes for which they were not intended.

## Recommendations Regarding Standardized Testing of Young Children

In light of the nature of programs for young children and the limitations of standardized tests, the following recommendations are presented:

1. Standardized tests must be used only for the purposes for which they were intended.

2. Use of standardized tests must be restricted to situations in which testing provides information that will clearly contribute to improved outcomes for children.

3. Test content should NOT determine the school's curriculum. Rather, the school's curriculum should guide teachers and others in the selection of tests.

4. Test givers must be qualified to administer the tests and sensitive to the developmental needs of young children.

5. Teachers and administrators must be knowledgeable about testing and able to accurately and cautiously interpret test results to parents, school personnel, and the media.

6. The younger the child, the more difficult it is to design tests which are reliable and valid. Nevertheless, all standardized tests used must be reliable and valid according to technical standards of test development.

7. Day–to–day instructional decisions must depend primarily on teacher observation. Standardized tests cannot provide information which will help in planning day–to–day instructional activities.

8. Since standardized tests are not of value in terms of day–to–day instructional decisions and student appraisal, time taken to administer the tests takes away from instructional time. Therefore, before substantial classroom time is devoted to

administering standardized tests, the purposes for use of the test data should be established and determined to warrant the time and expense involved.

9. Student appraisal decisions should be based primarily on teacher observation and should reflect the goals of the classroom.

10. Public and policy decisions call for a comprehensive and comparative view of how well a school is doing and for this the broad survey and comparison that a standardized test permits has value.

11. Curricular decisions between alternative programs imply a broadly based comparison in which standardized measures can play a role, often supplemented by observations, interviews and other means of locally designed assessment.

12. Standardized tests and teacher observations can both provide useful information for diagnostic and remedial decisions. However, placement of a child must never be based solely on test scores.

## GLOSSARY OF TERMS

### Norm-Referenced Versus Criterion-Referenced Tests

In a norm-referenced test a student's performance is compared with that of other students. These tests show how the student performs in comparison with outside norm groups. IQ tests and readiness or achievement tests are among the most common norm-referenced tests.

One point which is often misunderstood is that a norm is not a standard or goal to be reached. Normed-referenced tests are designed to maximize discrimination among test-takers. Criterion-referenced tests, on the other hand, compare a student's performance against a predetermined level of mastery. A well known criterion-referenced test is the Oregon Driver's Examination.

### Developmental Screening

Screening tests are easily administered, gross, formal assessments designed to identify children who MAY be delayed in some area of development. Areas of assessment often include personal/social development, language and cognitive development, gross and fine motor skill development, vision and hearing. The design of screening instruments leads to a large number of false positives.

That means that many (perhaps most) children who perform poorly on the test are not necessarily in need of special services. Screening must be followed by diagnostic assessments before decisions are made about special placements or educational services for individual children.

### Diagnostic Assessments

Diagnostic tests identify a child's specific areas of strength and weakness and determine the nature of the child's problem and suitable remediation. Diagnostic tests should be performed by psychologists, psychometrists, learning specialists, speech/language, or hearing clinicians specifically prepared in the administration and interpretation of them.

## Reading Readiness/Achievement Tests

Reading readiness tests are supposed to determine children's ability to benefit from formal reading instruction. The readiness test scores are only one indication of children's readiness to read. The tests do not provide information about the children's mental maturity, physical development, experiential development, social and emotional adjustment, or the desire to read (Spodek, 1987).

Readiness and achievement tests include a set of items that are carefully developed to evaluate defined areas. Standards or norms are established based on average performances of defined groups. These norms allow teachers to compare an individual's test score with those of a representative group who have also taken this test.

# REPORTING TO PARENTS

## Report Cards

Many teachers and administrators express frustration with reports cards. The reason for this frustration usually stems from the fact that children's total development and progress cannot be explained adequately on a simple checklist of behaviors and skills. Typical report cards are checklists. What does it mean, for example, if a child receives a "D" in reading? Does this tell us anything about what the child knows or doesn't know? Does it simply reflect a lack of interest on the child's part or some serious lack of ability? Most schools have ceased giving letter grades on kindergarten report cards. But the report cards remain checklists and in many ways are still just as limited in their ability to communicate children's progress. A typical report card lists skills and then has a place for the teacher to indicate whether the child has acquired the skill or not. Such report cards (checklists) can give guidance to teachers in their observations but they give the impression that the curriculum of kindergarten is nothing more than a set of skills. The child's knowledge, disposition and feelings are just as important as the skills yet they are not assessed well through the use of checklists. For example, a child may be able to identify the letters of the alphabet but not have any idea of why letters or reading are important. What's more, the child may not like books and may not have a disposition toward using books to obtain information or pleasure.

The sample Kindergarten Progress Report which follows is an attempt to report children's progress without reducing the curriculum to a set of skills. On the progress report teachers can make comments about the child's skill development, knowledge, disposition and feelings. However, even a form such as this provides only limited explanations of a child's progress and is often not very meaningful to parents.

At a conference the teacher can share information gathered from a variety of sources, including tests, observations, and samples of children's work. Face-to-face interaction allows teachers to clarify any misunderstandings the parents may have and, at the same time, gather additional insights into the child's development from the parents. Finally, parent-teacher conferences provide time for parents and teachers to share information and set goals for the child.

## Suggestions for Parent-Teacher Conferences

1. Parents should be given copies of dated work samples from throughout the reporting period with explanations about the changes in the work over time.

2. Parents need to see the anecdotal records kept on their child and be informed of the progress these records indicate.

3. Completed checklists should be explained to the parents.

4. Throughout the report, opportunities should be given for parent questions.

5. During the reporting process, parents should be asked to provide additional information that might help with determining the child's true progress.

Date _____

SAMPLE DAILY ANECDOTAL BEHAVIOR CHART

Alain

Allen

Becky

Bryan

Chuck

Connie

Danny

David D.

David P.

Elizabeth

Erik

Jeffrey

Kelly

Kevin

Leslie

Mark

Mindy

Nicky

Phillip

Sherry

Todd

Write a brief statement on each child during time set aside for observation.

SAMPLE MONTHLY ANECDOTAL BEHAVIOR CHART

Child _____

Month _____

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Use daily behavior chart to complete this form. Look for patterns of behavior.

## SAMPLE PARTICIPATION CHART

This chart can enable you to know which centers individual children get involved with and which centers are seldom used. Check it each day. It takes about three minutes.

Week of November 1

| Children | Centers | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Tempera | Finger Paint | Glue/Paste Scissors | Clay | Blocks | Housekeeping | Dramatic Play | Carpentry | Table Games |
| Becky | | X | X | | X | | | | X |
| Billy | | | X | | | X | | X | X |
| Bryan | | X | | X | | | X | X | |
| Catherine | | | | | | X | | | X |
| David | | | X | | | | | X | |
| Frank | | | X | | X | | X | X | X |
| Grace | | | | X | | X | | X | |
| Jackie | | X | X | | X | | | X | |
| Keith | | | | | X | X | X | | X |
| Mary | | X | | X | | | X | | |
| Mary Beth | | X | | X | | | | | X |
| Neil | | | X | X | X | | X | | X |

Notes:

SAMPLE PARTICIPATION CHART

This chart can enable you to know which centers individual children get involved with and which centers are seldom used. Check it each day. It takes about three minutes.

Week of _____

| Children | Centers | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Tempera | Finger Paint | Glue/Paste Scissors | Clay | Blocks | Housekeeping | Dramatic Play | Carpentry | Table Games |
| | | | | | | | | | |
| | | | | | | | | | |
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Notes:

SAMPLE

FORMS

SAMPLE CHECKLIST (2)
EVALUATION OF CHARACTERISTICS
OBSERVATION GUIDE

Assessment of the effect of any activity upon a child requires knowledge not only of the event but also the child's characteristic reaction. This knowledge comes only after considerable study by the teacher. The guide below is one instrument which can be used. The purpose is to determine HOW a child responds, not WHY he responds.

1. Activity level — Low----------High

   Evidence:

2. Response to new situation — Hesitates----------Accepting

   Evidence:

3. Response to change in routine — Hesitates----------Accepting

   Evidence:

4. Level of sensory threshold — Low----------High

   (Reaction to sound, color, lights, being dirty or messy. Children who are sensitive have low threshold.)

   Evidence:

5. Distractibility (how easy to divert from activity) — Easy----------Difficult

   Evidence:

6. Persistence — Stays With----------Gives Up

   (Staying with activity when blocked or having difficulty.)

   Evidence:

Recommendations and plans based on observations:

SAMPLE DEVELOPMENTAL CHECKLIST (1)
(not intended for use as a report card)

CODE:
1. Consistently
2. Sometimes
3. Never

| EMOTIONAL DEVELOPMENT | Nov. | Feb. | May |
|---|---|---|---|
| Adjusts easily to new and different situations. | | | |
| Shows signs of confidence (initiates contact; tries new tasks). | | | |
| Shows good self-control (handles frustration). | | | |
| Finds joy and satisfaction in group activities and play. | | | |
| **INTELLECTUAL DEVELOPMENT** | | | |
| Counts objects with understanding. | | | |
| Is learning math concepts such as few, many, etc. | | | |
| Understands one-to-one correspondence. | | | |
| Can group objects according to likenesses and differences. | | | |
| Shows interest in printed words. | | | |
| Listens to stories with understanding. | | | |
| Recognizes name in print. | | | |
| Understands opposites, such as big/little, etc. | | | |
| Understands sequence. | | | |
| Is curious about things. | | | |
| Contributes to group planning and conversation. | | | |
| Knows parents' names, address, and telephone number. | | | |
| **PHYSICAL DEVELOPMENT** | | | |
| Does variety of large muscle activities such as: running, skipping, climbing, sliding, chasing, swinging. | | | |
| Uses hands with a degree of skill adequate for his/her age in painting, crayoning, cutting, and clay modeling. | | | |

| SOCIAL DEVELOPMENT | Nov. | Feb. | May |
|---|---|---|---|
| Understands and abides by school rules. | | | |
| Plays in small group without dominating or being dominated to an excessive degree. | | | |
| Takes turns willingly with toys, blocks, tools, and materials. | | | |
| Listens when others talk. | | | |
| Works out problems without requiring too much help from adult. | | | |
| **WORK HABITS** | | | |
| Shows initiative in finding materials or choosing activities. | | | |
| Participates in variety of activities. | | | |
| Persistence on task. | | | |
| Uses materials carefully. | | | |
| Puts materials in proper place when finished and helps keep room clean. | | | |
| Responds readily to changes of routine. | | | |
| Attempts new things willingly. | | | |
| Understands and follows directions. | | | |
| **RESPONSIBILITY** | | | |
| Puts on, takes off coat or jacket without help. | | | |
| Assumes responsibility for his behavior. | | | |
| **SELF-EXPRESSION** | | | |
| Speaks with ease to others in conversation in small, informal play groups and large groups. | | | |
| Expresses his own ideas through drawing, painting, woodworking, block building, modeling. | | | |
| Sings with group; response to rhythm. | | | |

SAMPLE INTEREST INVENTORY

Child Interview Form

Child's Name _____ Date _____

1. Do you have a pet (dog, cat, bird, fish, etc.)? Tell me about your pets.

2. Tell me about your favorite toys.

3. Tell me about your favorite books.

4. What do you like to do best when you play outside?

5. What do you like to do best when you play indoors?

7. Tell me about your favorite TV shows?

SAMPLE INTEREST INVENTORY

Parent Interview Form

Child's Name _____ Date _____

Does your child:

| | |
|---|---|
| 1. Like to look at books? | Tell me about some of your child's favorite books and when he/she most enjoys looking at them or being read to. |
| 2. Like to listen to records? | Tell me about the kinds of records your child enjoys most. |
| 3. Watch television? | What are your child's favorite TV shows and when does your child most often watch TV? |
| 4. Have favorite friends or playmates? | Tell me about the friends your child has and when he/she is able to play with them. |
| 5. Have favorite foods? | Tell me about your child's favorite foods and special eating habits. |

SAMPLE KINDERGARTEN PROGRESS REPORT

Name _____

School _____ Year ____

Teacher _____

The purpose of this report is to highlight those those areas and activities in which your child has been especially successful. Goals for the next nine weeks may be established jointly by the teacher, parent, and child. In addition to this report, the teacher keeps anecdotal records and samples of student work.

Your child's teacher is happy to join with you in planning and discussing your child's progress.

| Attendance | 1 | 2 | 3 | 4 | Total |
|---|---|---|---|---|---|
| Present | | | | | |
| Absent | | | | | |
| Tardy | | | | | |

| | Fall | 'Spring |
|---|---|---|
| Height | | |
| Weight | | |

| Parent/Teacher Conference Date | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| | | | | |

PHYSICAL DEVELOPMENT

GOAL

SOCIAL-EMOTIONAL DEVELOPMENT

GOAL

INTELLECTUAL DEVELOPMENT

GOAL

RECOMMENDED YEAR-END PLACEMENT

During this year, your child will have many opportunities to learn to grow. These are some of the experiences which are the focus of instruction in your child's classroom.

PHYSICAL DEVELOPMENT

1. Develop large muscles
2. Run
3. Hop
4. Skip
5. Gallop
6. Balance
7. Walk backward
8. Throw a ball
9. Catch a ball
10. Develop small muscles
11. Cut
12. Paste
13. Clap
14. Button
15. Zip
16. Tie
17. Stack
18. Manipulate tools
19. Copy simple shapes
20. Assemble puzzles
21. Draw, pretend write, write
22. Play games
23. Manage toilet needs and own clothing
24. Track left to right, top to bottom, and return
25. Distinguish sounds
26. Distinguish symbols
27. Disposition toward physical activities

SOCIAL-EMOTIONAL DEVELOPMENT

28. Experience success at school
29. Interact with other children
30. Develop language
31. Listen
32. Follow directions
33. Make choices
34. Initiate and complete activities
35. Accept responsibility
36. Express thoughts in a variety of ways
37. Appreciate others
38. Explore and experiment
39. Practice social skills
40. Develop self-esteem
41. Enjoy school
42. Maintain self-control
43. Talk
44. Play
45. Respond positively to adult authority
46. Share
47. Help clean up
48. Approach tasks positively
49. Stay with a task
50. Work independently
51. Cooperate
52. Demonstrate sensitivity to others
53. Respond to humor
54. Dispositions toward helping, sharing, and cooperating

INTELLECTUAL DEVELOPMENT

55. Know and say personal information
56. First and last name
57. Age
58. Address
59. Birthdate
60. Telephone number (if applicable)
61. Explain simple pictures
62. Show an interest in print and a desire to read and write
63. Differentiate between fantasy and reality
64. Speak in sentences of five or more words
65. Recognize colors
66. Count
67. Write first name
68. Recognize numerals
69. Demonstrate one to one correspondence
70. Recite the alphabet
71. Recognize lower case letters
72. Recognize upper case letters
73. Draw a picture of a person with ten recognizable body parts
74. Solve problems
75. Demonstrate resourcefulness and independence
76. Continue to expand vocabulary based on experience
77. Identify patterns
78. Identify basic shapes
79. Recognize likenesses and differences
80. Measure
81. Paraphrase
82. Ask questions
83. Relate new information to previous knowledge
84. Brainstorm
85. Make lists
86. Remember a sequence or pattern
87. Classify objects and topics
88. Use reasoning skills
89. Participate in activities for aesthetic development
90. Dispositions toward reading, experimenting, exploring, and academic tasks
91. Feelings about reading and other academic tasks

PERSONAL DATA

Full Name of Child _____

Name Child is Called _____ Home Phone _____

Address _____ Zip Code _____

Date of Birth _____ Birth Certificate Number _____

Mother's Name _____

Where Employed _____ Business Phone _____

Father's Name _____

Where Employed _____ Business Phone _____

Before/after school child care: name of responsible adult:

_____

Address _____ Telephone _____

Person other than parents to be notified in case of emergency:

1. _____ Telephone _____

2. _____ Telephone _____

Method of transportation to and from school _____

Names and ages of other children in the family:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Other helpful information: _____

_____

_____

_____

## HEALTH INFORMATION

Doctor's Name _____ Telephone _____

Check diseases child has had:

| | | |
|---|---|---|
| ____ Chicken Pox | ____ Diphtheria | ____ Measles |
| ____ Scarlet Fever | ____ Pneumonia | ____ Polio |
| ____ Rheumatic Fever | ____ Whooping Cough | ____ Mumps |

Check if child has had the following immunization or tests.* Include dates.

DPT _____ Typhoid _____

Whooping Cough _____ Rubella _____

Does the child have an allergy? ____ Yes ____ No

Describe _____

_____

Most recent dental visit? Date _____

Has the child had his/her eyes checked? ____ Yes ____ No

Has hearing been checked? ____ Yes ____ No

_____

*Note legal requirements of the state of Oregon.

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Bayley, M. The Wonderful Wizard of Oz Cookbook. NY: Macmillan Publishing Co., 1981.

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Emerson, A. Peter Rabbit's Cookery Book. London: Frederick Warne, 1986.

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Travers, P. Mary Poppins in the Kitchen. NY: Harcourt Brace Javanovich, 1975.

Veitch, B., and T. Harms. Cook and Learn: A Child's Cookbook. (Revised edition) Menlo Park, CA: Addison-Wesley, 1981.

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Morrison, G. Parent Involvement in Home, School and Community. Columbus, OH: Chalres E. Merrill, 1978.

**Discipline**

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## APPENDIX A

## LISTING OF PICTURE SONG BOOKS


Abisch, R., and B. Kaplan. Sweet Betsy from Pike. New York: McCall, 1970.

Adams, A., illus. Bring a Torch, Jeannette, Isabella. New York: Scribner's 1963.

----------. There Was an Old Lady Who Swallowed a Fly. New York: Gosset and Dunlap, 1975.

----------. This Old Man. New York: Gossett and Dunlap, 1975.

Aliki. Go Tell Aunt Rhody. New York: MacMillan, 1974.

----------. Hush Little Baby. Englewood Cliffs, NJ: Prentice-Hall, 1974.

Bangs, E. Steven Kellogg's Yankee Doodle. Illus. by S. Kellogg. New York: Parent's Magazine Press, 1976.

Bonne, R. I Know an Old Lady. New York: Rand McNally, 1976.

Brand, O. When I First Came to This Land. Illus. by D. Burn. New York: McGraw-Hill, 1965.

Broomfield, R., illus. The Twelve Days of Christmas. New York: McGraw-Hill, 1965.

Chase, R. Billy Boy. Illus. by G. Rounds. Chicago: Golden Gate, 1966.

Child, L. Over the River and Through the Wood. Illus. by B. Turkle. New York: Coward, McCann and Geoghegan, 1974. Paperback: Scholastic Book Services, 1975.

Conover, C., illus. Six Little Ducks. New York: T. Crowell, 1976.

DeRegniers, B. S. Catch a Little Fox. Illus. by B. Turkle. New York: Seabury Press, 1970.

Emberley, B. One Wide River to Cross. Illus. by E. Emberley. Englewood Cliffs, NJ: Prentice-Hall, 1966.

Emberley, E., illus. London Bridge is Falling Down. Boston: Little, Brown, 1967.

Freschet, B. The Ants Go Marching. Illus. by S. Martin. New York: Scribner's, 1973.

Galdone, R., illus. The Star Spangled Banner. New York: Thomas Y. Crowell, 1966.

Goudge, E. I Saw Three Ships. Illus. by M. Tomes. New York: Coward McCann, 1969.

Glazer, T. On Top of Spaghetti. Garden City, NY: Doubleday, 1982.

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Green, C. The Thirteen Days of Halloween. Children's Press, 1983.

Hazen, B. Frere Jacques. Illus. by L. Obligado. New York: Lippincott, 1973.

Ipcar, D., illus. The Cat Came Back. New York: Alfred A. Knopf, 1971.

Johnson, J. W., and J. R. Johnson. Lift Every Voice and Sing. Illus. by M. Thompson. New York: Hawthorn Books, 1970.

Karasz, T., illus. The Twelve Days of Christmas. New York: Harper and Row, 1949.

Keats, E. J., illus. Over in the Meadow. Words by O. A. Wadsworth. New York: Scholastic Book Services, 1972.

----------. The Little Drummer Boy. Words and music by K. Davis, H. Onorati and H. Simeone. New York: Macmillan Paperback, 1972.

Keller, L. Glory, Glory How Peculiar. Englewood Cliffs, NJ: Prentice-Hall, 1976.

Kellogg, S., illus. There Was an Old Woman. New York: Parent's Magazine Press, 1974.

Kent, J., illus. Jack Kent's Twelve Days of Christmas. New York: Scholastic Book Services, 1973.

Knight, H. Hilary Knight's The Twelve Days of Christmas. New York: Macmillan, 1981.

Langstaff, J. Frog Went a Courtin'. Illus. by F. Rojankovsky. New York: Harcourt Brace Jovanovich, 1955. Paperback: Scholastic Book Services, 1973.

----------. Oh, A-Hunting We Will Go. Illus. by N. W. Parker. New York: Atheneum, 1974.

----------. Ol' Dan Tucker. Illus. by J. Krush. New York: Harcourt Brace Jovanovich, 1963.

----------. Over in the Meadow. Illus. by F. Rojankovsky. New York: Harcourt Brace Jovanovich, 1960.

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Miles, A. Over the Rolling Sea. New York: Scholastic, 1977.

Nic Leodhas, S. Always Room for One More. Illus. by N. Hogrogian. New York: Holt, Rinehart and Winston, 1965. Owlet Paperback, 1965.

----------. Kellyburn Braes. Illus. by E. Ness. New York: Holt, Rinehart and Winston, 1968.

Parker, R., illus. Sweet Betsy from Pike. New York: Viking, 1978.

Paterson, A. B., illus. Waltzing Matilda. New York: Holt, Rinehart and Winston, 1972.

Peek, M. Mary Wore Her Red Dress and Henry Wore His Green Sneakers. Clarion Books, 1985.

----------. Roll Over. A Counting Song. New York: Houghton Mifflin, 1981.

Quackenbush, R. Clementine. New York: Lippincott, 1974.

----------. Go Tell Aunt Rhody. New York: Lippincott, 1973.

----------. Old MacDonald Had a Farm. New York: Lippincott, 1972.

----------. Pop Goes the Weasel and Yankee Doodle. New York: Lippincott, 1976.

----------. She'll Be Comin' Round the Mountain. New York: Lippincott, 1973.

----------. Skip to My Lou. New York: Lippincott, 1975.

----------. The Man on the Flying Trapeze. New York: Lippincott, 1975.

----------. There'll Be a Hot Time in the Old Town Tonight. New York: Lippincott, 1974.

Rounds, G., illus. Casey Jones. Chicago: Golden Gate/Children's Press, 1968.

----------. Sweet Betsy From Pike. Chicago: Children's Press, 1973.

----------. The Strawberry Roan. Chicago: Golden Gate, 1970.

Rourke, C. Davy Crockett. Illus. by J. McDonald. New York: Harcourt Brace Jovanovich, 1955.

Sanders, S. Hear the Wind Blow. Bradbury, 1985.

Sawyer, R. Joy to the World.. Illus. by T. S. Hyman. Boston: Little, Brown, 1966.

Schackburg, R. Yankee Doodle. Illus. by E. Emberley. Englewood Cliffs, NJ: Prentice-Hall, 1965.

Seeger, P., and C. Seeger. The Foolish Frog. Illus. by M. Jage. New York: Macmillan, 1973.

Spier, P., illus. London Bridge is Falling Down! Garden City, NY: Doubleday, 1967. Paperback, Doubleday, 1985.

----------. The Erie Canal. Garden City, NY: Doubleday, 1970. Zepher Paperback, 1970.

----------. The Fox Went Out on a Chilly Night. Music by B. Ives. Garden City, NJ: Doubleday, 1961; Paperback, Zepher Books.

----------. The Star Spangled Banner. Garden City, NY: Doubleday, 1973.

Watson, W. Fisherman Lullabies. Music by S. Watson. Cleveland: World Publishing Company, 1968.

Wildsmith, B. Twelve Days of Christmas. Franklin Watts, 1972.

Yulya. Bears are Sleeping. Illus. by N. Hogrogian. New York: Scribner, 1967.

Zemach, M., illus. Hush Little Baby. New York: Dutton, 1976.

Zemach, H. Mommy Buy Me a China Doll. Illus. by M. Zemach. New York: Garrar, Straus and Giroux, 1975.

Zuromskis, D., illus. The Farmer in the Dell. Boston: Little, Brown, 1978.

## APPENDIX B

## PATTERNED BOOKS


Adams, P. This Old Man. New York: Grossett and Dunlap, 1974.

Alain. One, Two, Three, Going to Sea. New York: Scholastic, 1964.

Aliki. Go Tell Aunt Rhody. New York: Macmillan, 1974.

Aliki. Hush Little Baby. Englewood Cliffs, NJ: Prentice-Hall, 1968.

Aardema, V. Bringing the Rain to Kapiti Plain. New York: Dial Press, 1981.

Asch, F. Monkey Face. New York: Parent's Magazine Press, 1977.

Balian, L. The Animal. Nashville, TN: Abingdon Press, 1972.

----------. Where in the World is Henry. Scarsdale, New York: Bradbury Press, 1972.

Barohas, S. I Was Walking Down the Road. New York: Scholastic, 1975.

Barrett, J. Animals Should Definitely Not Wear Clothing. New York: Atheneum Press, 1970.

Baum, A., and J. Baum. One Bright Monday Morning. New York: Random House, 1962.

Becker, J. Seven Little Rabbits. New York: Scholastic, 1973.

Beckman, K. Lisa Cannot Sleep. New York: Franklin Watts, 1969.

Bellah, M. A First Book of Sounds. Racine, WI: Gordon Press, 1961.

Bonne, R., and A. Mills. I Know an Old Lady. New York: Rand McNally, 1961.

Brand, O. When I First Came to This Land. New York: Putman's Sons, 1974.

Brandeburg, F. Once Knew a Man. New York: Macmillan, 1970.

Brown, M. The Three Billy Goats Gruff. New York: Harcourt Brace Jovanovich, 1957.

Brown, M. Four Fur Feet. New York: William R. Scott, 1961.

----------. Goodnight Moon. New York: Harper and Row, 1947.

----------. Home for a Bunny. Racine, WI: Golden Press, 1956.

----------. The Important Book. New York: Harper and Row, 1949.

----------. The Runaway Bunny. New York: Harper and Row, 1972.

Brown, R. A Dark, Dark Tale. New York: Dial Press, 1981.

———. The Bus Ride. Illus. by Justin Wager. New York: Scott, Foresman, 1971.

Burningham, J. Would You Rather? London: William Collins Sons and Co. Ltd., 1984.

Cameron, P. I Can't Said the Ant. New York: McCann, 1961.

Carle, E. Have You Seen My Cat? New York: Franklin Watts, 1973.

———. The Grouchy Ladybug. New York: Thomas Y. Crowell, 1977.

———. The Mixed Up Chameleon. New York: Thomas Y. Crowell, 1975.

———. The Very Hungry Caterpillar. Cleveland, OH: Collins World, 1969.

Charlip, R. Fortunately. New York: Parent's Magazine Press, 1964.

———. What Good Luck! What Bad Luck! New York: Scholastic, 1969.

Cook, B. The Little Fish That Got Away. Reading, MA: Addison-Wesley, 1976.

de Regniers, B. Catch a Little Fox. New York: Seabury Press, 1970.

———. The Day Everybody Cried. New York: The Viking Press, 1967.

———. How Joe the Mouse and Sam the Bear Got Together. New York: Parent's Magazine Press, 1965.

———. The Little Book. New York: Henry Z. Walck, 1961.

———. May I Bring a Friend? New York: Atheneum, 1972.

———. Willy O'Dwyer Jumped in the Fire. New York: Atheneum, 1968.

Domanska, J. If All the Seas Were One Sea. New York: Macmillan, 1971.

Duff, M. Jonny and His Drum. New York: Henry Z. Walck, 1972.

———. Rum Pum Pum. New York: Macmillan, 1978.

Emberley, B. Simon's Song. Englewood Cliffs, NJ: Prentice-Hall, 1967.

———. Drummer Hoff. Englewood Cliffs, NJ: Prentice-Hall, 1967.

Emberley, E. Klippity Klop. Boston, MA: Little, Brown, 1974.

Ets, M. Elephant in the Well. New York: The Viking Press, 1955.

———. Play with Me. New York: The Viking Press, 1955.

Flack, M. Ask Mr. Bear. New York: Macmillan, 1932.

Galdone, P. Henny Penny. New York: Scholastic, 1968.

———. The Little Red Hen. New York: Scholastic, 1973.

----------. The Old Woman and Her Pig. New York: McGraw-Hill, 1961.

----------. The Three Bears. New York: Scholastic, 1972.

----------. The Three Billy Goats Gruff. New York: Seabury Press, 1973.

----------. The Three Little Pigs. New York: Seabury Press, 1970.

Ginsburg, M. The Chick and the Duckling. New York: Macmillan, 1972.

Greenberg, P. Oh Lord, I Wish I Was a Buzzard. New York: Macmillan, 1968.

Hoberman, M. A House is a House for Me. New York: Puffin Books, 1982.

Hoffman, H. The Green Grass Grows All Around. New York: Macmillan, 1968.

Hutchins, P. Good-Night, Owl. New York: Macmillan, 1972.

----------. Rosie's Walk. New York: Macmillan, 1968.

----------. Titch. New York: Collier Books, 1971.

Kafka, S. I Need a Friend. New York: G. P. Putnam's Sons, 1971.

Keats, E. Over in the Meadow. New York: Scholastic, 1971.

Kent, J. The Fat Cat. New York: Scholastic, 1971.

Klein, L. Brave Daniel. New York: Scholastic, 1958.

Krauss, Ruth. Bears. New York: Harper and Row, 1948.

Krauss, Robert. Big Brother. New York: Parents' Magazine Press, 1973.

----------. Whose Mouse Are You? New York: Collier Books, 1970.

Langstaff, J. Frog Went A-Courtin'. New York: Harcourt Brace Jovanovich, 1955.

----------. Gather my Gold Together: Four Songs for Four Seasons. Garden City, NY: Doubleday, 1971.

----------. Oh, A-Hunting We Will Go. New York: Atheneum, 1974.

----------. Over in the Meadow. New York: Harcourt Brace Jovanovich, 1957.

Larrick, N. (compiler). The Wheels of the Bus Go Round and Round. San Carlos, CA: Golden Gate Jr. Books, 1972.

Laurence, E. We're Off to Catch a Dragon. Nashville, TN: Abingdon Press, 1969.

Lear, E. Whizz: Six Limericks. New York: Macmillan, 1973.

Lexau, J. Crocodile and Hen. New York: Harper and Row, 1969.

Lobel, Anita King Rooster, Queen Hen. New York: Greenwillow, 1975.

Lobel, Arnold A Treeful of Pigs. New York: Greenwillow, 1979.

----------. The Rose in My Garden. New York: Greenwillow, 1984.

MacDonald, G. Whistle for the Train. Garden City, New York: Doubleday, 1956.

Mack, S. 10 Bears in My Bed. New York: Holt, Rinehart and Winston, 1970.

----------. Where's My Cheese? New York: Pantheon Books, 1977.

Mandoza, G. A Beastly Alphabet. New York: Grosset & Dunlap, 1969.

Martin, B. Brown Bear, Brown Bear, What Do You See? Holt, Rinehart and Winston, 1970.

----------. Fire! Fire! Said Mrs. McGuire. New York: Holt, Rinehart and Winston, 1970.

Mayer, M. If I Had . . . New York: Dial Press, 1968.

----------. Just for You. New York: Golden Press, 1975.

McGovern, A. Too Much Noise. New York: Scholastic, 1967.

Memling, C. Ten Little Animals. Racine, WI: Golden Press, 1961.

Moffett, M. A Flower Pot is Not a Hat. New York: E. P. Dutton, 1972.

Morrison, B. Squeeze a Sneeze. Boston: Houghton Mifflin, 1977.

Patrick, G. This Is . . . Minneapolis, Minn.: Carolrhoda, 1970.

Peppe, R. The House That Jack Built. New York: Delacorte, 1970.

Polushkin, M. Mother, Mother, I Want Another. New York: Crown Publishers, 1978.

Preston, E. One Dark Night. New York: Penguin Books, 1972.

----------. Where Did My Mother Go? New York: Four Winds Press, 1978.

Quackenbush, R. She'll Be Comin' Round the Mountain. Philadelphia, PA: J. B. Lippincott, 1973.

----------. Skip to My Lou. Philadelphia, PA: J. B. Lippincott, 1975.

Rokoff, S. Here Is a Cat. Singapore: Hallmark Children's Editions, no date.

Rossetti, C. What is Pink? New York: Macmillan, 1971.

Scheer, J., and M. Bileck. Rain Makes Applesauce. New York: Holiday House, 1964.

----------. Upside Down Day. New York: Holiday House, 1968.

Sendak, M. Chicken Soup with Rice. New York: Scholastic, 1962.

———————. Where the Wild Things Are. New York: Scholastic, 1963.

Simon, N. I Know What I Like. Chicago: Whitmand & Co., 1971.

Shaw, C. It Looked Like Spilt Milk. New York: Harper and Row, 1947.

Shulevitz, U. One Monday Morning. New York: Scribner's, 1967.

Skaar, G. What Do the Animals Say? New York: Scholastic, 1972.

Sonneborn, R. Someone is Eating the Sun. New York: Random House, 1974.

Spier, P. The Fox Went Out on a Chilly Night. Garden City, NY: Doubleday, 1961.

Sutton, E. My Cat Likes to Hide in Boxes. New York: Scholastic Books, 1973.

Stover, J. If Everybody Did. New York: David McKay, 1960.

Taback, S. Joseph Had a Little Overcoat. New York: Random House, 1977.

Tolstoy, A. The Great Big Enormous Turnip. New York: Franklin Watts, 1972.

Waber, B. Nobody is Perfick. Boston: Houghton Mifflin, 1971.

Welber, R. Goodbye, Hello. New York: Pantheon, 1974.

———————. Song of the Seasons. New York: Pantheon Books, 1973.

Wildsmith, B. The Twelve Days of Christmas. New York: Franklin Watts, 1972.

Williams, G. The Chicken Book. New York: Delacorte, 1970..

Wondriska, W. All the Animals Were Angry. New York: Holt, Rinehart and Winston, 1970.

Yudell, L. Make a Face. Boston: Little, Brown & Co., 1970.

Zaid, B. Chicken Little. New York: Random House, no date.

Zemach, H. The Judge. New York: Farrar, Straus and Giroux, 1969.

———————. The Teeny Tiny Woman. New York: Scholastic, 1965.

Zolotow, C. Do You Know What I'll Do? New York: Harper and Row, 1953.

———————. Summer Is. New York: Thomas Y. Crowell, 1967.

## THE CALDECOTT MEDAL AWARD BOOKS AND RUNNERS-UP

The following list of books includes the award winners (capitalized and listed first) and the runners-up for each year.

1938 ANIMALS OF THE BIBLE, A PICTURE BOOK. Text selected from the King James Bible by Helen Dean Fish. Illustrated by Dorothy O. Lathrop. Stokes (Lippincott).
Seven Simeons, by Boris Astzybasheff. Viking.
Four and Twenty Blackbirds, compiled by Helen Dean Fish, illustrated by Robert Lawson. Stokes (Lippincott).

1939 MEI LI, by Thomas Handforth. Doubleday.
The Forest Pool, by Laura Adams Armer. Longmans, Green.
Wee Gillis, by Munro Leaf. Illustrated by Robert Lawson. Viking.
Snow White and the Seven Dwarfs, translated and illustrated by Wanda Gag. Coward-McCann.
Barkis, by Clare Turlay Newberry. Harper.
Andy and the Lion, by James Daugherty. Viking.

1940 ABRAHAM LINCOLN, by Ingri and Edgar P. d'Aulaire. Doubleday.
Cock-a-Doodle-Doo, by Berta and Elmer Hader. Macmillan.
Madeline, by Ludwig Bemelans. Simon & Schuster.
The Ageless Story, by Lauren Ford. Dodd, Mead.

1941 THEY WERE STRONG AND GOOD, by Robert Lawson. Viking.
April's Kittens, by Clare Turlay Newberry. Harper.

1942 MAKE WAY FOR DUCKLINGS, by Robert McCloskey. Viking.
An American ABC, by Maud and Miska Petersham. Macmillan.
In My Mother's House, by Ann Nolan Clark, illustrated by Velino Herrera. Viking.
Paddle-to-the-Sea, by Holling Clancy Holling. Houghton, Mifflin.
Nothing at All, by Wanda Gag. Coward-McCann.

1943 THE LITTLE HOUSE, by Virginia Lee Burton. Houghton, Mifflin.
Dash and Dart, by Mary and Conrad Buff. Viking.
Marshmallow, by Clare Turley Newberry. Harper

1944 MANY MOONS, by James Thurber. Illustrated by Louis Slobodkin. Harcourt, Bract.
Small Rain, text arranged from the Bible by Jessie Orton Jones, illustrated by Elizabeth Orton Jones. Viking.
Good-Luck Horse, by Chih-Yi Chan, illustrated by Plato Chan. Whittlesey.
Mighty Hunter, by Berta and Elmer Hader. Macmillan.
A Child's Good Night Book, by Margaret Wise Brown, illustrated by Jean Charlot. William R. Scott.

1945 PRAYER FOR A CHILD, by Rachel Field, pictures by Elizabeth Orton Jones. Macmillan.
Mother Goose, compiled and illstrated by Tasha Tudor. Oxfor.
In the Forest, by Marie Hall Ets. Viking.

Yonie Wondernose, by Marguerite de Angeli. Doubleday.
The Christmas Anna Angel, by Ruth Sawyer, illustrated by Kate Seredy. Viking.

1946 THE ROOSTER CROW, by Maud and Miska Petersham. Macmillan.
Little Lost Lamb, by Margaret Brown, illustrated by Leonard Weisgard. Doubleday.
Sing Mother Goose, music by Opal Wheeler, illustrated by Marjorie Torrey. Dutton.
My Mother Is the Most Beautiful Woman In the World, by Rebecca Teyher, illustrated by Ruth C. Gannett. Lothrop.
You Can Write Chinese, by Kurt Wiese. Viking.

1947 THE LITTLE ISLAND, by Golden MacDonald, illustrated by Leonard Weisgard. Doubleday.
Rain Drop Splash, by Alvin R. Resselt, illustrated by Leonard Weisgard. Lothrop.
Boats on the River, by Marjorie Flack, illustrated by Jay Hyde Barnum. Viking.
Timothy Turtle, by Al Graham, illustrated by Tony Palazzo. Robert Welch. Viking.
Pedro, Angel of Alvera Street, by Leo Politi. Scrinber/
Sing in Praise, by Opal Wheeler, illustrated by Marjorie Torrey. Dutton.

1948 WHITE SNOW, BRIGHT SNOW, by Alvin Tresselt, illustrated by Roger Duvoisin. Lothrop.
Stone Soup, told and illustrated by Marcia Brown. Scribner.
McElligot's Pool, by Theodor S. Geisel (Dr. Seuss). Random House.
Bambino the Clown, by George Schreiber. Viking.
Roger and the Fox, by Lavinia R. Davis, illustrated by Hildegard Woodward. Doubleday.
Song of Robin Hood, edited by Anne Malcolmson, illustrated by Virginia Lee Burton. Houghton, Mifflin.

1949 THE BIG SNOW, by Berta and Elmer Hader. Macmillan.
Bluberries for Sal, by Robert McCloskey. Viking.
All Around the Town, by Phyllis McGinley, illustrated by Helen Stone. Lippincott.
Juanita, by Leo Politi. Scribner.
Fish in the Air, by Kurt Wiese. Viking.

1950 SONG OF THE SWALLOWS, by Leo Politi. Scribner.
American's Ethan Allen, by Stewart Holbrook, illustrated by Lynd Ward. Houghton, Mifflin.
The Wild Birthday Cake, by Lavinia R. Davis, illustrated by Hildegard Woodward. Doubleday.
Happy Day, by Ruth Krauss, illustrated by Marc Simont. Harper.
Henry—Fisherman, by Marcia Brown. Scribner.
Bartholomew and the Obleck, by Theodor S. Geisel (Dr. Seuss). Random House.

1951 THE EGG TREE, by Katherine Milhous. Scribner.
Dick Whittington and His Cat, told and illustrated by Marcia Brown. Scribner.

The Two Reds, by William (Lipkind), illustrated by Nicolas (Mordvinoff). Harcourt, Brace.
If I Ran the Zoo, by Theodor Geisel (Dr. Seuss). Random House.
T-Bone the Baby-Sitter, by Clare Turley Newberry. Harper.
The Most Wonderful Doll in the World, by Phyllis McGinley, illustrated by Helen Stone. Lippincott.

1952 FINDERS KEEPERS, by Will (Lipkind), illustrated by Nicolas (Mordvinoff). Harcourt, Brace.
Mr. T. W. Anthony Woo, by Marie Hall Ets. Viking.
Skipper John's Cook, by Marcia Brown. Scribner.
All Falling Down, by Gene Zion, illustrated by Margaret B. Graham. Harper.
Bear Party, by William Pene du Bois. Viking.
Feather Mountain, by Elizabeth Olds. Houghton, Mifflin.

1953 THE BIGGEST BEAR, by Lynd Ward. Houghton, Mifflin.
Puss in Boots, told and illustrated by Marcia Brown. Scribner.
One Morning in Maine, by Robert McCloskey. Viking.
Ape in a Cape, by Fritz Eichenbert. Harcourt, Brace.
The Storm Book, by Charlotte Zolotow, illustrated by Margaret B. Graham. Harper.
Five Little Monkeys, by Juliet Kepes. Houghton, Mifflin.

1954 MADELINE'S RESCUE, by Ludwig Bemelmans. Viking.
Journey Cake Ho! by Ruth Sawyer, illustrated by Robert McCloskey. Viking.
When Will the World be Mine? by Mirian Schlein, illustrated by Jean Charlot. William R. Scott.
The Steadfast Tin Soldier, translated by M. R. James, adapted from Hans Christian Anderson and illustrated by Marcia Brown. Scribner.
A Very Special House, by Ruth Krauss, illustrated by Maurice Sendak. Harper.
Green Eyes, by Abe Birnbaum. Capitol.

1955 CINDERELLA, by Charles Perrault, illustrated by Marcial Brown. Harper.
Book of Nursery and Mother Goose Rhymes, compiled and illustrated by Marguerite de Angeli. Doubleday.
Wheel on the Chimney, by Margaret Wise Brown, illustrated by Tibor Gergely. Lippincott.

1956 FROG WENT A-COURTIN', by John Langstaff, illustrated by Feodor Rojankovsky. Harcourt, Brace.
Play with Me, by Marie Hall Ets. Viking.
Crow Boy, by Taro Yashima. Viking.

1957 A TREE IS NICE, by Janice May Udry, illustrated by Marc Simont. Harper.
Mr. Penny's Race Horse, by Marie Hall Ets. Viking.
1 is One, by Tasha Tudor. Oxford.
Anatole, by Eve Titus, illustrated by Paul Galdone. Whittlesey.
Gillespie and the Guards, by Benjamin Elkin, illustrated by James Daugherty. Viking.
Lion, by William Pene du Bois. Viking.

1958 TIME OF WONDER, by Robert McCloskey. Viking.
Fly High, Fly Low, by Don Freeman. Viking.
Anatole and the Cat, by Eve Titus, illustrated by Paul Galdone. Whittlesey.

1959 CHANTICLEER AND THE FOX, edited and illustrated by Barbara Cooney. Crowell.
The House that Jack Build, by Antonio Frasconi. Crowell.
What Do You Say, Dear? by Sesyle Joslin, illustrated by Maurice Sendak. W. R. Scott.
Umbrella, by Taro Yashima. Viking.

1960 NINE DAYS TO CHRISTMAS, by Marie Ets. and Aurora Labastida. Viking.
Houses From the Sea, by Alice E. Goudey, illustrated by Adrienne Adams.
Moon Jumpers, by Janice May Udry, illustrated by Maurice Sendak. Harper.

1961 BABOUSHKA AND THE THREE KINGS, by Ruth Robbins, illustrated by Micolas Sidjakov. Parnassus Press.
Inch by Inch, by Leo Lionni. Obolensky.

1962 ONCE A MOUSE, by Marcia Brown. Scribner.
The Fox Went Out On a Chilly Night, by Peter Spier. Doubleday.
Little Bear's Visit, by Else H. Minarik, illustrated by Maurice Sendak. Harper.
The Day We Saw The Sun Come Up, by Alice M. Goudey, illustrated by Adrienne Adams. Scribner.

1963 THE SNOWY DAY, by Ezra Jack Keats. Viking.
The Sun is a Golden Earring, by Natalia M. Belting, illustrated by Bernada Bryson. Holt.
Mr. Rabbit and the Lovely Present, by Charlotte Zolotow, illustrated by Maurice Sendak. Harper.

1964 WHERE THE WILD THINGS ARE, by Maurice Sendak. Harper.
Swimmy, by Leo Lionni. Pantheon.
All in the Morning Early, by Sorche Nic Leodhas, illustrated by Evaline Ness. Holt.

1965 MAY I BRING A FRIEND? by Beatrice de Regniers, illustrated by Beni Montresor. Atheneum.
The Wave, by Margaret Hodges, illustrated by Blair Lent. Houghton.
A Pocketful of Cricket, by Rebecca Caudill, illustrated by Evaline Ness. Scribner.

1966 ALWAYS ROOM FOR ONE MORE, by Sorche Nic Leodhas, illustrated by Nanny Hogrogain. Holt.
Hide and Seek Fog, by Alvin Tresselt, illustrated by Roger Duvoisin. Lothrop.
Just Me, by Marie Hall Ets, author-illustrator. Viking.
Tom Tit Tot, edited by Joseph Jacobs, illustrated by Evaline Ness. Scribner.

1967 SAM, BANGS, AND MOONSHINE, by Evaline Ness. Holt.
One Wide River to Cross, adapted by Barbara Emberley, illustrated by Ed Emberley. Prentice-Hall.

1968 DRUMMER HOFF, by Barbara Emberley, illustrated by Ed Emberley. Prentice-Hall.
Frederick, by Leo Lionni, author-illustrator. Pantheon.
Emperor and the Kite, by Jane Yolen, illustrated by Ed Young. World.

1969 THE FOOL OF THE WORLD AND THE FLYING SHIP: A RUSSIAN TALE RETOLD, by Arthur Ransome, illustrated by Uri Shulevitz. Farrar.
Why the Sun and the Moon Live in the Sky: An African Folktale, by Elphinstone Dayrell, illustrated by Blair Lent. Houghton.

1970 SYLVESTER AND THE MAGIC PEBBLE by William Steig, author/illustrator. Simon & Schuster.
Goggles! by Ezra Jack Keats, author-illustrator. Macmillan.
Pop Corn and Ma Goodness, by Edna M. Preston, illustrated by Robert A. Parker. Viking.
Thy Friend, Obadiah, by Brinton Turkle, author-illustrator. Viking.
The Judge: An Untrue Tale, by Harve Zemach, illustrated by Margot Zemach. Garrar.

1971 A STORY, A STORY, by Gail Halley, illustrated by the author. Atheneum.
Frog and Toad Are Friends, by Arnold Lobel. Harper, Row.
In the Night Kitchen, by Maurice Sendak. Harper, Row.
The Angry Moon, by William Sleator, illustrated by Blair Lent. Little, Brown.

1972 ONE FINE DAY, by Nonny Hogrogian. Macmillan
If All the Seas Were One Sea, by Janine Domanska. Macmillan.
Moja Means One: Swahili Counting Book, by Tom Feelings. Dial.
Hildild's Night, by Chell Ryan, illustrated by Arnold Lobel. Macmillan.

1973 THE FUNNY LITTLE WOMAN, by Arlene Mosel, illustrated by Blair Lent. Dutton.
Hosie's Alphabet, by Hosea and Lisa Baskin, illustrated by Leonard Baskin. Viking.
When Clay Sings, by Byrd Taylor, illustrated by Tom Bahti. Scribner.
Snow White and the Seven Dwarfs, by Brother Grimm, illustrated by Nancy Ekholm Burket. Farrar.
Anansi the Spider, by Gerald McDermott. Holt.

1974 DUFFY AND THE DEVIL, by Harve Zemach, illustrated by Margot Zemach. Farrar.
The Three Jovial Huntsmen, by Susan Jeffers.
The Cathedral, by David Macaulay. Houghton, Mifflin.

1975 ARROW TO THE SUN, by Gerald McDermont. Viking.
Jambo Means Hello, by Muriel Feelings, illustrated by Tom Feelings. Dial.

1976 WHY MOSQUITOES BUZZ IN PEOPLE'S EARS: A WEST AFRICAN TALE, illustrated by Leon and Diane Dillon, retold by Verna Aardema. Dial.
Strega Nona: An Old Tale, retold and illustrated by Tomie de Paola. Prentice-Hall.
The Desert Is Theirs, illustrated by Peter Parnall, text by Byrd Baylor. Scribner.

1977 ASHANT TO ZULU, illustrated by Leon and Diane Dillon, text by Margaret Musgrove.
Hawk, I'm Your Brother, by Byrd Baylor.

Fish for Supper, by M. B. Goffstein.
The Contest, by Nonny Hogrogian.
Amazing Bone, by William Steig.

1978 NOAH'S ARK, by Peter Spier, illustrated by the author.
Castle, by David MacCaulay.
It Could Always be Worse, by Margot Zemach.

1979 THE GIRL WHO LOVED WILD HORSES, by Paul Goble
Freight Train, by Donald Crews.
The Way to Start a Day, by Byrd Baylor, illustrated by Peter Parnall.

1980 OX-CART MAN, by Donald Hall, illustrated by Barbara Cooney.
Ben's Trumpet, by Rachel Isadora.
The Treasure, by Uri Shulevitz.
The Garden of Abdul Gasazi, by Chris Van Allsburg.

1981 FABLES, by Arnold Lobel.
The Grey Lady & the Strawberry Snatcher, by Molly Bang
Truck, by Donald Crews
Nice Twice, by Joseph Low
The Bremerton Musicians, by Ilsa Plume

1982 JUMANJI, by Chris Van Allsburg.
A Visit to William Blake's Inn, by Nancy Willard

1983 SHADOW by Marcia Brown.
A Chair For My Mother, by Vera B. Williams.
When I Was Young in the Mountains, by Cynthia Rylant, illustrated by Diane Good.

1984 THE GLORIOUS FLIGHT: ACROSS THE CHANNEL WITH LOUIS BIERIOT, JULY 25,
1909, by Alice and Martin Provenson.
Ten, Nine, Eight, by Molly Bang
Little Red Riding Hood, by Trina Schart Hyman.

1985 SAINT GEORGE AND THE DRAGON retold by Margaret Hodges, illustrated by Trina S. Hyman. Little, Brown & Co.
Hansel and Gretel, retold by Rika Lesser, illustrated by Paul O. Zelinsky. Dodd, Mead, 1985.
Have You Seen My Duckling? by Nancy Tafuri. Greenwillow.
The Story of Jumping Mouse, by John Steptoe. Lothrop, Lee and Shepard.

1986 THE POLAR EXPRESS, by Chris Van Allsburg. Houghton, Mifflin Co.
The Relatives Came, by Cynthia Rylant, illustrated by Stephen Gammell. Bradbury Press.
King Bidgood's in the Bathtub, by Audrey Wood, illustrated by Don Wood. Harcourt Brace.

1987 HEY AL, by Arthur Yocieks, illustrated by Richard Egielski.
Village of Round and Square Houses, Ann Grifalconi.
Alphabetics, illustrated by Suse MacDonald.
Rumpelstiltskin, illustrated by Paul Zelinski.

1988 OWL MOON, by Jane Yolen, illustrated by John Schoenherr.
Mufaro's Beautiful Daughters: An African Tale, by John Steptoe.

1989 SONG AND DANCE MAN, by Karen Ackerman, illustrated by Stephen Gammell.
The Boy of the Three-Year Nap, by Dianne Snyder, illustrated by Allen Say.
Free Fall, by David Wiesner.
Goldilocks and the Three Bears, by James Marshall.
Mirandy and Brother Wind, by Patricia C. McKissack, illustrated by Jerry Pinkney.

## REFERENCE BOOKS ON CURRICULUM AND SUBJECT AREAS FOR TEACHERS AND ADMINISTRATORS


Adams, A. H., M. S. Johnson and J. M. Connors. SUCCESS in Kindergarten Reading and Writing: The Readiness Concept of the Future. Good Year Books, Glenview, IL, 1980.

A program for systematic instruction in reading and writing through relaxed, flexible, open-ended activities using words familiar to the child.

Baratta-Lorton, M. Mathematics Their Way: An Activity-Centered Mathematics Program for Early Childhood Education. Addison-Wesley Publishing Company, Inc., Philippines, 1976.

This program is familiar throughout Oregon.

Boegehold, B. D. Getting Ready to Read. Ballantine Books, New York, 1984.

Prepared by the Bank Street College of Education, one of a series of trade books to encourage parents in supporting children's development.

Bredekamp, S. (ed.). Developmentally Appropriate Practice. National Association for the Education of Young Children, 1834 Connecticut Avenue NW, Washington, DC 20009-5786, 1986.

This position statement includes valuable pointers for kindergarten providers.

Brown, J. F. Curriculum Planning for Young Children. National Association for the Education of Young Children, Washington, DC, 1982.

Focus on play, communication and exploration, with suggested techniques for implementing an effective basic curriculum.

Calkins, L. M. The Art of Teaching Writing. Heineman, Portsmouth, New Hampshire, 1986.

First part of the book gives backgroup and then ideas with kindergarten level of writing production.

Cazden, C. B. (ed.). Language in Early Childhood Education. The National Association for the Education of Young Children, Washington, DC, 1981.

Contributions of several authors organized in four sections: Early Language Experiences, Developing a Program, Language and Reading, Evaluation.

Derman-Sparks, Louise, and the A.B.C. Task Force. Anti-Bias Curriculum: Tools for Empowering Young Children. National Association for the Education of Young Children, Washington, DC, 1989.

Book is designed to help teachers of young children recognize and appropriately deal with attitudes, beliefs and feelings that lead to or justify unfair treatment of an individual because of his or her identity.

Forman, G. E., and D. S. Kuschner. The Child's Construction of Knowledge: Piaget for Teaching Children. National Association for the Education of Young Children, Washington, DC, 1983.

Theory of knowledge is described, then viewed through theory of learning and then presented in teaching practices . . . thoughtful foreword by David Elkind.

Frost, Joe L. and Sylvia Sunderlin. When Children Play. Association for Childhood Education International, Wheaton, MD, 1985.

Provides a variety of views and insights on play from a number of well-known researchers and practitioners.

Hirsch, E. S. The Block Book. National Association for the Education of Young Children, Washington, DC, 1984.

Contributions from several authors provide a comprehensive view of the potential value of blocks in the early childhood curriculum.

Holland, B. C. How to Individualize Kindergarten Teaching. Parker Publishing Company, Inc., West Nyack, New York, 1974.

Very important statements are contained in pages 15–41. The rest of this book may not be of much help.

Holt, B. Science with Young Children. National Association for the Education of Young Children, Washington, DC, 1986.

Roles of adults and of children in science education; equipment, supplies, perceptions, activities. The content of young children's science is seen as "Personal Ecology."

Hymes, James L., Jr. Effective Home-School Relations. Hacienda Press, Carmel, CA, 1974.

Helps teachers of young children better understand why it is important to work with the parents of children in their classroom and gives practical advise on how to do so effectively.

Kagan, Sharon L. and Edward F. Zigler (eds.). Early Schooling: The National Debate. Yale University Press, New Haven, 1987.

Well-known experts in the field of early childhood education present a variety of views about early schooling. The book offers provocative debates, discussions of recent research, and practical policy alternatives.

Kimmel, M. M., and E. Segel. For Reading Out Loud! A Guide to Sharing Books with Children. Dell Publishing Company, Inc., New York 10017, 1983.

Practical information to help adults acquire proficiency in reading aloud—140 titles are annotated, for ages 5–15.

McCracken, R. A., and M. J. McCracken. Reading is Only the Tiger's Tail. Classroom Publications, PO Box 277, Kimberley, BC, Canada V1A 2Y6, 1985.

Numerous student examples illustrate and support the suggestions of the authors.

McKee, J. S. Play: Working Partner of Growth. Association for Childhood Education International, 11141 Georgia Avenue, Suite 200, Wheaton, MD 20902, 1986.

Several contributors, organized in three sections: Play, Growth, Development and Learning; Programming for Productive Play; and Helping Children with Special Needs Through Play. Excellent bibliography organized around topics: History, Theory and Research, Education, Play Materials, Special Needs Children, Play Therapy, Play Groups and Games.

Oppenheim, J. F. Kids and Play. Ballantine Books, New York, 1984.

Prepared by the Bank Street College of Education, one of a series of trade books to encourage parents in supporting children's development. Early school years may be referred to in context, pages 137–197. Important chapters to consult: 1. "Play" and 9. "Playthings."

Peck, Johanne T., Ginny McGaig, and Mary Ellen Sapp. Kindergarten Policies: What is Best for Children. National Association for the Education of Young Children, Washington, DC, 1988.

Discusses the philosophy and the do's and don'ts of educationally suitable programs for kindergarten children.

Ramsey, Patricia G. Teaching and Learning in a Diverse World: Multicultural Education for Young Children. Teachers College Press, New York, 1987.

Discusses young children's responses to racial and cultural differences in light of research on how they think and learn. Offers practical suggestions for creating a classroom in which a multicultural perspective permeates all aspects of curriculum.

————————. Right from the Start. The report of the NASBE Task Force on Early Childhood Education. National Association of State Board of Education, 1988.

The report offers a variety of recommendations for improving early childhood programs in our nation's public schools.

Schickedanz, J. A. More Than the ABCs: The Early Stages of Reading and Writing. National Association for the Education of Young Children, Washington, DC, 1986.

Literacy development, book behaviors, writing; supporting literacy development by organizing the environment; student samples help illustrate concepts; excellent book list.

Skeen, P., A. P. Garner and S. Cartwright. Woodworking for Young Children. National Association for the Education of Young Children, Washington, DC, 1984.

Helpful tips for selecting and setting up equipment and for providing activities.

Warger, Cynthia (ed.). Public School Early Childhood Programs. Association for Supervision and Curriculum Development, Alexandria, VA, 1988.

Provides insights from several experts on the theory, research and practice of early childhood education.

## BOOKS FOR TEACHERS AND ADMINISTRATORS

Goble, F. G., and B. D. Brooks. The Case for Character Education. Green Hill Publishers, Ottawa, IL, 1983.

Helpful historical and practical framework through which to observe behaviors and emerging characters of kindergarten children.

Crain, W. C. Theories of Development: Concepts and Applications. Prentice-Hall, Inc., Englewood Cliffs, NJ 07632, 1980.

Overviews, descriptions and implications of fifteen theories of child development.

Elkind, D. The Hurried Child: Growing Up Too Fast Too Soon. Addison-Wesley Publishing Company, Menlo Park, CA, 1981.

Past President of National Association for the Education of Young Children advocates developmentally appropriate practices for children in society at large as well as in the schools.

Hendrick, J. The Whole Child: New Trends in Early Education. The C. V. Mosby Company, St. Louis, 1980.

Curriculum resource, with references to research and anecdotal examples. Readable, easy to consult.

National Institute of Education Becoming a Nation of Readers: The Report of the Commission on Reading. U.S. Department of Education, Washington, DC 20208, 1985.

Chapter titled: "Emerging Literacy" is a useful reference.

Schickedanz, J. A., M. E. York, I. S. Stewart and D. A. White. Strategies for Teaching Young Children. 2nd edition, Prentice-Hall, Inc., Englewood Cliffs, NJ 07632, 1983.

Three basic learning theories described, with suggestions for classroom management, planning, organizing and evaluating. Curriculum addressed through subject-matter areas.

Schwartz, S. L., and F. H. Robison. Designing Curriculum for Early Childhood. Allyn and Bacon, Inc., Boston, 1982.

Three sections: "Framework for Curriculum" reviews options in curriculum design with references to values and objectives, views of knowledge and views of child development—suggests options for sequencing curriculum; "Teachers and Teaching" suggests ways to meet children's social social-emotional needs through teaching roles and strategies and design of space and activities—deals with diagnostic assessment of learning needs; "A Prototype Curriculum" provides a model.

## RESOURCE BOOKS FOR TEACHERS AND PARENTS


Albert, L. Coping With Kids. Ballantine Books, New York, 1982.

Workable advice on everyday problems—encouragement to use new parenting tools, instead of dwelling on past mistakes.

Boegehold, B. D. Getting Ready to Read. Ballantine Books, New York, 1984.

Prepared by the Bank Street College of Education, one of a series of trade books to encourage parents in supporting children's development.

Chapin, A. Bright Ideas for Creative Parents. Walker and Company, New York, 1986.

"A handbook of helps and hints for enjoying each other more and for handling situations that are perennial trouble spots."

Briggs, D. C. Your Child's Self-Esteem. Dolphin Books, Doubleday & Company, Inc., Garden City, NY, 1975.

"Here is a new way of looking at child development: seeing all growth and behavior against the backdrop of the child's search for identity and self-respect. Knowing what you are doing and having a basic framework as a guide can help you live with your child so that he is emotionally healthy." Self-esteem is viewed as "the key to life."

Clark, M. A., H. Clemes and R. Bean. How to Raise Teenagers' Self-Esteem. ENRICH, Div./OHAUS, San Jose, CA 95131, 1983.

[Parents are not only parents of KINDERGARTNERS.]

Clemes, H., and R. Bean. Self-Esteem: The Key to Your Child's Well-Being. Kensington Publishing Corporation, 475 Park Avenue South, New York, NY 10016, 1981.

Encouragement to enhance children's development at every stage of their lives, to help them become happy, successful, responsible adults.

————. How to Discipline Children Without Feeling Guilty. ENRICH, Div./ OHAUS, San Jose, CA 95131, 1983.

A handbook "designed to help parents and others who work with children create a well functioning family system in which a child can grow." From a series of "practical handbooks, dedicated to the concept that children are adults-in-training and that a happy, secure and responsible child will become a successful adult, able to cope with the stresses of the real world."

————. How to Teach Children Responsibility. ENRICH, Div./OHAUS, San Jose, CA 95131, 1982.

"Teaching them to be responsible is the single most important gift we can give our children. Out of it will arise their ability to take care of themselves and to function as responsible adults in the real world."

Kimmel, M. M., and E. Segel. For Reading Out Loud! A Guide to Sharing Books With Children. Dell Publishing Company, Inc., New York, NY 10017, 1983.

Practical information to help adults acquire proficiency in reading aloud—140 titles are annotated, for ages 5–15.

Lansky, V. Practical Parenting Tips. Meadowbrook Press, Deephaven, MN 55391, 1982.

Ideas that have worked for real people "to save time, trouble and money and make life with young children easier." Includes an easy-reference index.

Mitchell, G. A Very Practical Guide to Discipline with Young Children. Telshare Publishing, Inc., 1982.

"Living and learning with children is a growth experience, an education in the skills of human relationships. If we will but listen to our children and try to understand what they are telling us through their behavior, which is their second language, we can learn from them." Methods are illustrated with stories from actual situations.

Oppenheim, J. F. Kids and Play. Ballantine Books, New York, 1984.

Prepared by the Bank Street College of Education, one of a series of trade books to encourage parents in supporting children's development. Concrete guidelines are offered for parents of children from birth to age twelve to make the most of play, without taking the fun out the this essential activity.

Riley, S. S. How to Generate Values in Young Children. National Association for the Education of Young Children, Washington, DC 20009, 1984.

"Children who enter adulthood without experience in the process of choosing, deciding and being creative are handicapped. In a sense, they are a burden to themselves. Moral and ethical values are imperative to happiness . . . in a free society." This is a readable and helpful collection of experiences and insights.

Stein, S. B. A Child Goes to School: A Storybook for Parents and Children Together. Doubleday & Company, Inc., Garden City, NY, 1978.

Big photographs and plain words present two children's first school days. Questions raised and problems posed here are meant to generate supportive discussion for the child to prepare for school days ahead.

Ware, C. Sharing Parenthood After Divorce: An Enlightened Custody Guide for Mothers, Fathers and Children. Bantam Books, New York, 1984.

This is not an "easy-reading" book. It is filled with sharings, perceptions, insights, suggestions and practical helps for separated parents.

Williams, B., and C. Grundmann. 26 Lively Letters: Making an ABC Quiet Book. Taplinger Publishing Company, New York, 1977.

Patterns for a "soft book" with textures and activities for the letters—could be adapted for paper projects. Some parents might enjoy creating a keepsake.

## RESOURCE BOOKS TO HELP TEACHERS PLAN FOR STUDENTS AND PREPARE THEIR CLASSROOMS

Adams, A. H., M. S. Johnson and J. M. Connors. SUCCESS in Kindergarten Reading and Writing: The Readiness Concept of the Future. Good Year Books, Glenview, IL, 1980.

A program for systematic instruction in reading and writing through relaxed, flexible, open-ended activities using words familiar to the child.

Baratta-Lorton, M. Mathematics Their Way: An Activity-Centered Mathematics Program for Early Childhood Education. Addison-Wesley Publishing Company, Inc., Philippines, 1976.

This program is well-known in Oregon.

Bos, B. Before the Basics: Creating Conversations with Children. Turn the Page Press, 203 Baldwin Street, Roseville, CA 95678, 1984.

See the child as the center of the learning process!

_____. Don't Move the Muffin Tins: A Hands-off Guide to Art for the Young Child. Turn the Page Press, 203 Baldwin Street, Roseville, CA 95678, 1982.

A book "to inspire you to develop a sense of the child in your thinking about art and to carry that sense into your own programs."

Bredekamp, S. (ed.). Developmentally Appropriate Practice. National Association for the Education of Young Children, 1834 Connecticut Avenue NW, Washington, DC 20009-5786, 1986.

This Position Statement includes valuable pointers for kindergarten providers.

Forman, G. E., and F. Hill. Constructive Play: Applying Piaget in the Preschool. Addison-Wesley Publishing Company, Menlo Park, CA, 1984.

Over 100 simple games that have been deduced from Piaget's principles of child development, accompanied by diagrams as well as photos of kids-in-action.

Fleming, B. M., S. D. Hamilton and J. D. Hicks. Resources for Creative Teaching in Early Childhood Education. Harcourt Brace Jovanovich, Inc., San Francisco, 1977.

Curriculum ideas and learning activities for all subjects are integrated into every part of a day's program, with focus on fostering a child's self-image. Comprehensive and useful format.

Hirsch, E. S. The Block Book. National Association for the Education of Young Children, Washington, DC, 1984.

Contributions from several authors provide a comprehensive view of the potential value of blocks in the early childhood curriculum.

Holt, B. Science with Young Children. National Association for the Education of Young Children, Washington, DC, 1986.

Roles of adults and of children in science education; equipment, supplies, perceptions, activities; the content of young children's science is seen as "Personal Ecology."

Hymes, J. L., Jr. Before the Child Reads. Row, Peterson and Company (? Place and Date).

This must be something of a "classic." Hymes says, "Capitalize on the readiness to learn that is. Make the most of what children can do now." Children grow into increasing powers to learn more and always have some level of readiness. The book "focuses on what schools can do before the child is ready to read the usual books that we rely on in first grade."

Kamii, C., and R. DeVries. Group Games in Early Education: Implications of Piaget's Theory. National Association for the Education of Young Children, Washington, DC, 1984.

Insights and practical information about the importance of grup games for children's development. Directions, with suggestions to select or modify both new and familiar games to make them more appropriate for children's learning, are accompanied by diagrams and photos.

Katz, P. Sandcastles & Snowflakes. M.A.D. Publishing Company, 1541 Brentwood Court, Walnut Creek, CA 94595, 1982.

Child-tested art activities—and recipes for art materials—presented on cards for children or aides to read.

Leighton, A. O. Grandma Moon's Fingerplays. A. Leighton, 11837 SW Riverwood Road, Portland, OR 97219, 1976.

Collection of fingerplays appropriate to diverse content areas, with illustrations.

McCracken, R. A., and M. J. McCracken. Reading is Only the Tiger's Tail. Classroom Publications, PO Box 277, Kimberley, BC, Canada V1A 2Y6, 1985.

Numerous student samples illustrate and support the suggestions of the authors to provide for thinking, speaking, listening and writing.

McCracken, J. B. (ed.). Reducing Stress in Young Children's Lives. National Association for the Education of Young Children, 1834 Connecticut Avenue, NW, Washington, DC 20009-5786, 1986.

Work of many contributors, organized in four sections: "Coping with unexpected challenges," e.g., fears, hospitalization, death, sex education, crises; "Strengthening contemporary families;" "Making sure we don't contribute to children's stress;" and "Review of stress research."

Miller, M. E. Kindergarten Teacher's Activities Desk Book. Parker Publishing Company, West Nyack, NY, 1974.

Miscellaneous ideas with suggestions for activities.

Newmann, D., and S. Laughlin. The Early Childhood Teacher's Almanak: Activities for Every Month of the Year. The Center for Applied Research in Education, Inc., West Nyack, NY 10995, 1984.

Arts and crafts projects which make use of common easy-to-obtain materials, with sources listed for more unusual materials. Background information for special days is provided through stories.

Oxley, M. B. Illustrated Guide to Individualized Kindergarten Instruction. Parker Publishing Company, Inc., West Nyack, NY, 1976.

"Set up a kindergarten program in which each child can learn at his or her own pace and yet work as a valuable member of a group."

Schickedanz, J. A. More Than the ABCs: The Early Stages of Reading and Writing. National Association for the Education of Young Children, Washington, DC, 1986.

Literacy development, book behaviors, writing; supporting literacy development by organizing the environment; student samples help illustrate concepts; excellent book list.

Skeen, P., A. P. Garner and S. Cartwright. Woodworking for Young Children. National Association for the Education of Young Children, Washington, DC, 1984.

Helpful tips for selecting and setting up equipment and for providing activities.

Wirth, M., V. Stassevitch, R. Shotwell and P Stemmler. Musical Games, Fingerplays and Rhythmic Activities for Early Childhood. Parker Publishing Company, Inc., West Nyack, NY, 1983.

132 musical singing games, chants and fingerplays, picked for their popularity and time-tested appeal with children, all involving some kind of action or interpretation, help to build important organization, expressive and memory capabilities. This is a very helpful resource for a kindergarten teacher.

Zavitovsky, D., K. R. Baker, J. R. Berlfein and M. Almy. Listen to the Children. National Association for the Education of Young Children, 1834 Connecticut Avenue NW, Washington, DC 20009-5786, 1986.

Stories which retell anecdotes and incidents are combined with photographs which capture some wonderful moments in the lives of children from the ages of 2-5. These are followed by commentaries.